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Problems related to the preparation, supply and demand of vocational education personnel were discussed at a seminar by 75 persons representing state directors of vocational education, vocational teachers, staff members of USOE, and deans of colleges responsible for vocational personnel preparation from 41 states and the District of Columbia. Participants were invited to (1) consider changes in national employment patterns affecting vocational personnel requirements, (2) identify new concepts for vocational educator preparation at colleges and universities, and (3) develop innovative strategies for effective implementation of legislation regarding vocational education. The report includes recommendations submitted by 5 task force groups on administrative organization for effective development of professional personnel, strategies to meet common program goals, techniques for effective selection and recruitment of personnel, and the implications for program development, research and evaluation of the Education Professions Development Act and other federal programs. Also included are the 7 major presentations, the seminar agenda, an evaluation of participant reaction to the seminar, and lists of seminar staff, participants, and problems identified by discussion groups. (WM)

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INTERIM REPORT

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SEMINAR FOR PREPARATION OF PROFESSIONAL PERSONNEL FOR VOCATIONAL-TECHNICAL EDUCATION

A

NATIONAL SEMINAR FOR COLLEGE DEANS

June 23-26, 1968

U. S. Department of
Health, Education, and Welfare

Office of Education
Bureau of Research

**U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION**

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NATIONAL SEMINAR FOR COLLEGE DEANS

Roy D. Dillon
Project Director

University of Nebraska
Lincoln, Nebraska

June 23-26, 1968

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SUMMARY

A National Seminar for Preparation of Professional Personnel for Vocational-Technical Education was funded under Grant Number OEG-0-8-080358-3594, and held at the Nebraska Center for Continuing Education, University of Nebraska, June 23-26, 1968. Dr. Roy D. Dillon, Associate Professor, Agricultural Education directed the Seminar for College Deans. They represented 41 states and the District of Columbia.

Purpose

The invitational seminar was designed for selected Deans of Colleges responsible for preparing professional vocational educators. The major purpose was to enable these selected policy-decision makers to consider and make recommendations concerning organizational and operational strategies for resolving critical vocational-education personnel supply and demand problems, and to recommend ways of implementing recent and pending legislation. The specific supporting objectives were to have the seminar participants:

1. Consider changes in the national employment patterns which influence the requirements for vocational personnel.

2. Identify emerging concepts for the preparation of vocational educators at the undergraduate and the graduate levels for high school and post-high school positions.

3. Develop innovative strategies for implementing recent and pending legislation.

Procedure

A planning committee composed of staff from Kansas State University, the U. S. Office of Education, University of Maryland, and the University of Nebraska formulated a seminar program and suggested certain nationally recognized educators who were eminently qualified as participant-consultants. Invitations were first extended by telephone to those persons nominated, and details of specific assignments were later outlined by letter. They were also informed of the relationship of their presentation or leadership function in relation to other contributions and to the seminar format. Copies of letters and tentative program format were included in order to keep down duplication of effort and avoid repetition.

A committee made up of staff from the University of Nebraska nominated 75 persons to be invited. Eighty per cent of those nominated were Deans of Colleges preparing vocational-technical teachers, while 20 per cent were state directors of vocational education, vocational-technical teacher educators, and staff from the U. S. Office of Education. Alternates were nominated in case of conflict of calendar by a nominee.

Nationally recognized participant-consultants contributed the leadership during the first two-thirds of the Seminar, with presentations on problems bearing on Seminar objectives. The symposium, small group discussion, and other feedback techniques were used to enable participants to question and clarify concepts advanced. The final one-third of the Seminar was devoted to Task Group Workshop sessions, to enable participants and consultants to develop strategies for organizing and operating preparation programs for vocational-technical educators.

Conclusions and Recommendations

Each task force group held a group discussion of the charge. Following this, selected members of the group attempted to summarize the conclusions of the majority of that group. In most if not all cases, there was no opportunity for the group to review the write-up for possible revisions. It should also be borne in mind that the write-up attempts to summarize the thinking of the majority of that group--there may have well been minority disagreements. Lastly, no attempt was made to obtain formal adoption or rejection by the Seminar as a whole of the individual reports. It is important that the recommendations which follow be considered in the above context.

1. TASK FORCE I -- Administrative Organizations For Effective Development of Professional Personnel in Vocational Technical-Education

   Organization is a means of facilitating the accomplishment of a desired objective. However, even a well-conceived organizational structure does not assure that the desired purposes will be achieved. It is believed, however, that certain organizational and operational strategies are conducive to the effective development of professional personnel in vocational-technical and/or occupational education. The paragraphs that follow contain guidelines for both intra and inter-institutional organization which we believe to be helpful.

No consistent pattern of organization of the vocational-technical faculty within the University exists. There seems to be ample evidence of patterns of organization that have not worked well. The following guidelines relative to intra-university organizational and operational strategies are offered:

a. It is essential that there be within the University an agency with appropriate authority and resources responsible for the total mission of teacher education.

b. The university organizational structure should facilitate coordination of all areas of vocational-technical teacher education.

c. Provision for effective communication among vocational-technical faculty as well as between and among vocational-technical and all other professional education faculty should be made within the operational structure. Effective lines of communication with all others concerned with the preparation of vocational-technical professional personnel should also be established.

d. The nature of organizational and operational arrangements should be governed in part by the institutional objectives and the complexity and size of the institution.

e. The organizational and operational strategies should be such as to aid in the development of mutual understanding and confidence of all faculty and others who are appropriately involved in the preparation of vocational-technical professional personnel.

f. The organizational structure should be such as to fix responsibility for seeing that the preparation incorporate appropriate general education, professional education, and areas of specialization components.

g. The organizational structure should be such as to fix responsibility for provision of an appropriate core of common knowledges and skills in vocational education, as well as for development of the unique aspects of the area of specialization. Both common and unique aspects of teacher preparation for the areas of vocational education should be provided for in the resulting program.

h. Effective administrative and organizational structure is dynamic rather than static. Hence, structure needs re-examination from time to time in terms of extent to which it enhances or hampers the mission of the program.

i. There is a common core of knowledges in vocational education that should be a part of the education of all teachers. Components of the philosophy which undergirds vocational education should be a part of the education of all teachers. Organizational and operational strategies which aid in the inclusion of such a component in the education of all teachers should be sought.

j. Authority for the teacher education programs should rest with the total faculty of education including the faculty in vocational-technical education.

k. The organizational and operational strategies should facilitate the development of desirable innovative ideas.

An organization pattern consistent with the proposed guidelines is one which places all professional vocational-technical and/or occupational education faculty in a department or school of vocational-technical or occupational education.

Such an organizational pattern offers obvious advantages as follows:

a. It is possible to prepare personnel who are indeed managers of learning in occupational education -- or, as some would prefer, professional vocational-technical personnel.

b. Facilitates effective communications among personnel in various areas of specialization as well as between vocational-technical professional personnel and other educators.

c. Maximizes utilization of both faculty in vocational-technical education and other resources.

d. Minimum duplication of course offerings among various areas of specialization in vocational-technical education.

e. Facilitates the initiation of programs for preparation of professional personnel for emerging occupations.

f. Provides an opportunity to maximize support for the development of all needed kinds of personnel (various occupations, various positions).

The task force recognizes that problems such as the following may be experienced in implementation of the above proposed organizational structure.

a. Overconcern among faculty with the preservation of identity and image.

b. Semantic difficulties, arising from the different terminology of the fields - and the fact that the same terms may be used differently in the various fields.

c. The problem of coordinating efforts when widely different types of preparation may be needed for different occupations included in the same educational program.

d. Identification of the unique aspects of each area of vocational education and what is common to two or more areas.

e. Varying patterns of teacher preparation in the various areas and the possibilities for yet other patterns.

f. The relationship between the more general aspects of the total vocational education picture and those more directly geared to occupational preparation; for example, industrial arts as a more general program and trade and industrial education as more directly vocational program. The two programs have a core of common knowledge and skills. If we seek to simplify the situation by removing the complicating general aspect, one of the two programs would suffer.

g. Poor communication as changes take place, resulting in lack of understanding and cooperation.

On the positive side, no specific disadvantage was identified.

In a given state several institutions may be involved in the pre-service and in-service preparation of vocational-technical professional personnel. Guidelines appropriate to the coordination of the various preparation programs are suggested as follows:

a. Inter-communication among institutions is needed in planning vocational-technical education programs in order to maximize wise use of resources and provide for optimum program development and efficient operations.

b. An organizational structure should be identified or established to facilitate this inter-communication.

c. One possible agency for effective coordination might be a vocational education advisory committee, appointed by the State Director of Vocational-Technical Education and would be responsible to him. Among other assignments, it should serve to aid in the appraisal of vocational-technical programs, identification of needed new programs, and generally advise the State Director relative to kind, quality, and adequacy of vocational-technical education programs in the state.

d. Another method of structuring a similar agency would be to establish a formal coordinating council, appointed by the governor.

2. TASK FORCE II -- Administrative Organization For Effective Development of Professional Personnel in Vocational-Technical Education

Since the assignment to Task Force II deals with planning organizational and operational strategies for preparing vocational-technical teachers and involves the personnel function, this group has presented its recommendations in terms of other functions. Four such categories are represented below:
A. Planning B. Administrative Organization C. Funding and D. Programs and Evaluation.

Recommendations dealing with planning:

a. A national system of planning for vocational-technical teacher education including long range projections for manpower needs should be developed.

b. A master plan for vocational-technical teacher education should be developed for each state by a broadly representative commission or group with long range projections for the future development and financing of these programs. This master plan should include projected teacher education enrollment, programs, and institutional responsibilities for specific vocational-technical areas. A systematic method for anticipating vocational-technical needs should be balanced by plans for optimal utilization of available resources.

c. State plans should be forwarded to a national commission established by the President of the United States, the Congress, or the Compact of the States to assess the nation's needs in vocational-technical teacher education and to provide recommendations for systematically meeting these needs.

Recommendations pertaining to administrative organization:

a. It is recognized that a variety of administrative organizational patterns can support good vocational-technical teacher education. Where possible, vocational-technical teacher education programs should be combined in a single administrative unit with built-in flexibilities that would permit reassignment of vocational-technical personnel within this administrative unit as needs shift.

b. Within a given institution we recommend that vocational-technical teacher education be coordinated through a single administrative structure. This will vary by size and institutional pattern. For example, a single department or division of vocational-technical education, a coordinating council or other device particular to individual institutions could provide such coordination.

c. The "span of control" principle which divides institutional structures into a limited number of smaller units must be considered in developing patterns for coordination of vocational-technical teacher education.

d. State councils of teacher educators in vocational-technical education should be established to articulate and coordinate program development across the vocational fields. Such state councils should involve the total program of vocational-technical teacher education and should work toward the improvement, expansion and coordination of efforts among all vocational-technical teacher educators within a given state.

Recommendations concerning funding:

a. There is a critical need to seek additional sources of funds for vocational-technical teacher education. Present funding patterns are grossly inadequate to meet the needs in vocational-technical teacher education if we are to move nationally from serving 25 per cent of youth in the 15-19 year bracket to 50-80 per cent of this youth group in addition to the great number of adults who need vocational and technical education. State funding of vocational-technical teacher education should be increased to move toward the patterns existing in states with high support for these programs.

b. Since vocational-technical teacher education programs may cut across state boundaries and since great variations exist in funding of vocational-technical teacher education programs from state to state, a regional means of funding these programs should be sought.

Recommendations concerning programs and evaluation:

a. Vocational-technical teacher education programs should be developed only in institutions which have facilities, programs and staff able to provide both professional and technical areas. Teacher education institutions lacking these capabilities or limited therein should explore possible consortium relationships with industry and with other institutions such as public and private technical institutes to achieve the desirable breadth and depth to programs.

b. Colleges and universities in conducting vocational-technical teacher education should participate cooperatively with business, industry, labor, professional organizations, vocational schools, technical institutes, other schools and agencies, public and private, which provide vocational-technical education or employ graduates of these programs.

c. The development of new programs of vocational-technical teacher education should be based upon the needs of the area served by the institution rather than upon the money available to establish new programs. Too often, program development has seemed to depend more on special funding available either through federal, state, or other sources than upon actual needs.

d. A system of evaluation using cost benefit analyses and other evaluative techniques should be applied to vocational-technical teacher education programs. Such an evaluation system should supplement internal appraisal by utilizing outside consultative services to insure independent and objective evaluation.

3. TASK FORCE III -- Programs of Professional Education: Strategies to Meet Common Professional Education Program Goals in Vocational and Technical Education

The task force concentrated on the development of ways of planning and implementing coordinated teacher education programs in vocational and technical education. Although different aspects of the task were identified, this report concentrates on selected ones. The definitions and guidelines form the framework within which the problems were discussed and the recommendations were developed.

Goals and definitions of the task defined were:

a. Aspects of the task
    (1) Time
        (a) Pre-service
        (b) In-service
    (2) Content
        (a) Professional
        (b) Technical
    (3) Levels of coordination
        (a) Intra-institutional
        (b) Inter-institutional
b. Assumptions made were:
    (1) The State Department of Public Instruction is more directly in charge of vocational education than it is of other education.
    (2) Land grant institutions have been more directly involved in vocational teacher education than have other institutions.
c. Guidelines established were:
    (1) Professional education, as distinguished from technical education, and general education is defined as the teaching aspects of teacher preparation.
    (2) Both the pre-service and in-service education of the teacher need to be considered, but this task force dealt more with the pre-service aspects.
    (3) The task force decided to concentrate on coordination of programs within a university or college with some attention to state-wide coordination.
    (4) The total education of a teacher in the vocational and technical fields needs to be considered in relation to any of its aspects.
    (5) In order to consider the question of teacher preparation for the 1970's or beyond, the performance requirements of people or competencies

needed, rather than the courses to be taught, will best help to identify the common elements needed for all vocational and technical fields.

(6) Looking at helping a student to synthesize knowledge gained from various fields and helping a student to know himself as a person and as a professional will assist in identifying the common elements of a program.

(7) Clusters of occupations for which preparation is and can be given in vocational and technical programs need to be considered to arrive at common elements in teacher preparation.

(8) The suggested basic concepts of the vocational and technical field should be developed as a basis for common elements in a program.

(9) The pattern of courses may vary; various institutions are developing new patterns including flexibility of organization and use of staff.

(10) The common elements of vocational and technical programs of teacher education need to be identified.

(11) The following chart illustrates desirable interaction of vocational services to prepare teachers for all levels of vocational and technical teacher education:

Levels

Special Needs
(Disadvantaged
(Drop-outs
(Military
trainees and
returnees

Institutional
(College and university
(High school
(Adult education
(Community college

Inputs
(Industry
(Advisory councils
(Alumni
(Placement personnel

State

Regional

National

Problems and issues identified:

a. In what ways can coordination occur?
b. Should there be a general methods course or a special methods course or courses for each of the vocational areas?
c. In some cases, a university reorganized into a coordinated approach and the state department of education keeps its old organization, making it difficult to coordinate the efforts of the two.

Recommendations for program approaches and strategies:

a. Coordinated programs of vocational and technical teacher education are considered essential. These can be achieved through various means, including:
    (1) State-wide councils of vocational and technical teacher education, including representatives from higher education, elementary and secondary schools, state departments of education, industry, and business. (It is assumed the various persons concerned such as those in general teacher education, vocational teacher education, high schools, vocational schools, community colleges, etc. will be included). The group endorses the AVA recommendations regarding establishment of state councils of vocational teacher education.
    (2) Institution - wide interdisciplinary teacher education councils.
    (3) Effective articulation among vocational and technical education programs through such alternatives as:
        (a) All programs under one department in the school of education.
        (b) A director of vocational teacher education.
        (c) Joint appointments in content areas, schools, and the school of education.
        (d) Team planning and teaching.
        (e) Joint seminars among the vocational fields.
    (4) Continuous joint study and evaluation of courses to discover common elements which contribute effectively to teacher education.
b. Programs should be related to employment needs of industry.
c. There should be a continuous evaluation of teacher supply and demand.
d. Certification requirements must be stated in broad general terms in order to afford institutions opportunity to develop programs to meet needs.
e. Financial support should be provided for teachers who go back for further training and for adults with vocational experience who desire to become teachers through short duration fellowships, scholarships, sabbaticals, and internships.

4. TASK FORCE IV -- Techniques for the Effective Selection and Recruitment of Vocational-Technical Education Personnel

The magnitude of the need for vocational-technical education has not been fully realized or adequately understood by the general public. In order to meet the demands of increasing numbers of students who need to be trained for the world of work, a way must be found to launch a massive program of teacher recruitment and training.

The problem is complicated by the range of educational level and skills needed by those who must be trained. Adequately trained teachers are not available in sufficient numbers to fulfill the potential demand.

The Task Force chose to approach this problem without consideration of restrictions and limitations uncer which current programs operate. It was agreed that the following assumptions would be used as a basis for seeking solutions to the problem:

a. All vocational-technical education should be encompassed, representing educational programs which should be provided for up to 80 per cent of the nation's youth.
b. A systems analysis approach should be used to provide skills and education from the lowest to the highest behavior level.

With these assumptions in mind, the Task Force developed a model to illustrate how the requirements for different levels of trainers in vocational-technical education could be determined.

It should be recognized that the model would be applied to each area of need in voc-tech education; trainees, trainers, and teachers of trainers.

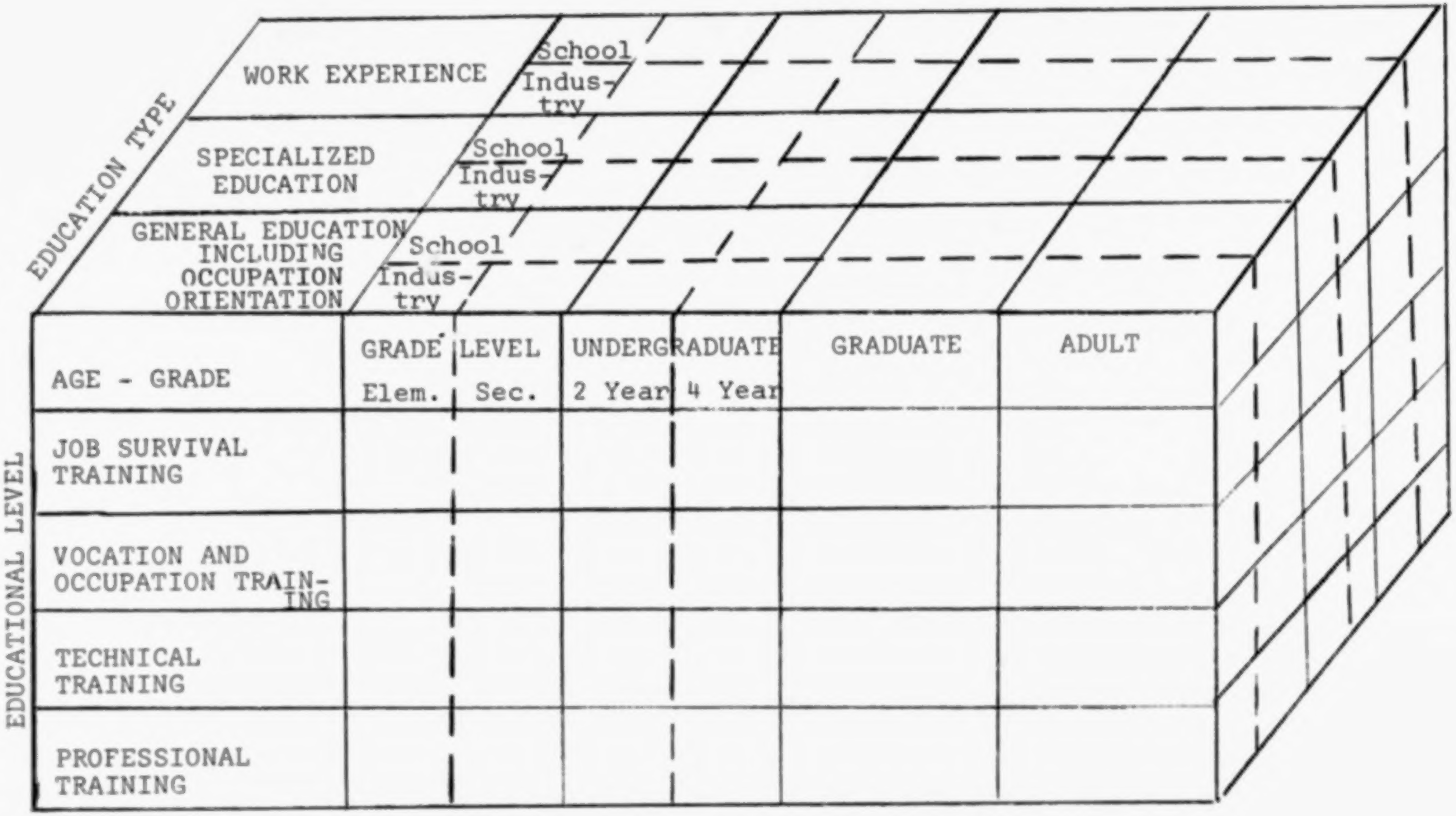
To identify the people necessary in conducting a program in vocational-technical education, pre-determined criteria must be established to effectively use the model. Such criteria as the following may be used:

a. Intellectual ability - aptitude
b. Physical or motor skill
c. Social skill
d. Knowledge of psychological principles of teaching and learning
e. Attitude toward work
f. Personality factors desired.

Special emphasis should be given to job survival training.

It is recommended that a research project of top priority be established to further develop and refine the paradigm model for voc-tech education.

PARADIGM FOR ANALYZING LEVELS OF TRAINEES, TRAINERS AND TEACHERS OF TRAINERS IN VO-TECH EDUCATION


EDUCATION TYPE
WORK EXPERIENCE
School
Indus-try
SPECIALIZED EDUCATION
School
Indus-try
GENERAL EDUCATION INCLUDING OCCUPATION ORIENTATION
School
Indus-try
AGE - GRADE
GRADE LEVEL
Elem.
Sec.
UNDERGRADUATE
2 Year
4 Year
GRADUATE
ADULT
EDUCATIONAL LEVEL
JOB SURVIVAL TRAINING
VOCATION AND OCCUPATION TRAINING
TECHNICAL TRAINING
PROFESSIONAL TRAINING

5. TASK FORCE V -- The Education Professions Development Act and Other Programs and Their Implications for Program Development, Research and Service

Recommendations of this Task Force were:

a. Vocational-technical teacher education staffs should make a study of the EPDA guidelines in order to understand fully the possibilities of the EPDA for supporting vocational-technical education programs.
b. State Directors, other vocational-technical education leaders, and Deans of Education should make the needs of vocational-technical education known to USOE officials administering EPDA through the Director of the Division of Vocational-Technical Education.
c. The Associate Commissioner of Adult, Vocational, and Library Program should maintain continuous and close liaison with EPDA officials.
d. An experienced vocational-technical educator should be appointed as a USOE official to assist with the administration of the EPDA.
e. A major effort should be made to relate vocational-technical education to the Teacher Corps and to other efforts sponsored under Section 504 to attract qualified persons to the field of education.
f. USOE, in response to Section 504, should contract with appropriate agencies to highlight and recruit via mass media, personnel for vocational-technical teacher preparation and for teaching.
g. The ratio of proposals submitted to proposals funded should be pointed up as vast unmet needs. Funds for these programs should be restored and increased.
h. USOE staff in administering EPDA should:
    (1) Encourage the submission of proposals in vocational-technical education.
    (2) Make guidelines more specific and compatible with other programs.
    (3) Provide readers and panel members with experience and preparation in the vocational-technical education.
    (4) Categorize proposals so that acceptable ones will be held for funding with the advent of "new" money, and that evaluations and recommendations of the review panels be reported for non-acceptable proposals.
    (5) Consult state officials or councils when decisions have to be made concerning the extent to which proposals meet state priorities.

i. Give more consideration to vocational-technical proposals from developing institutions to insure a wider and more representative distribution.

j. In making an appraisal of Education Personnel Needs:
   (1) Identify the needs of vocational-technical education more sharply by areas of U. S., income level, and educational level.
   (2) Identify the unique needs and opportunities for the entrance of women into the work force.
   (3) Identify the need for specialized personnel in vocational-technical education such as counselors and remedial teachers.
   (4) Experienced vocational-technical educators should be used to collect and evaluate data.
   (5) Include projective data which take into consideration changes in the work force and factors affecting working conditions.

k. Provide programs to inform academic teachers at all levels, but particularly at the elementary school level, of the world of work and the necessity of preparing for work. Every subject area teacher needs to help students studying that subject to know employment possibilities related to the subject. Teachers in the elementary school need to weave occupational information into all instruction such as social studies, science, arithmetic, and other subjects.

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Dale H. Bohmont	Dean, College of Agriculture University of Nevada Reno, Nevada
R. H. Bohning	Associate Dean College of Agriculture and Home Economics Ohio State University Columbus, Ohio
T. Carl Brown	State Supervisor of Distributive Education Department of Public Instruction Education Building Raleigh, North Carolina

O. J. Burger	Director of Resident Instruction and Assistant Dean College of Agriculture and Forestry West Virginia University Morgantown, West Virginia
Fred Cook	College of Education Wayne State University Detroit, Michigan
C. A. Cromer	Operations Manager Nebraska Research Coordinating Unit for Vocational Education University of Nebraska Lincoln, Nebraska
Martelle L. Cushman	Dean, College of Education University of North Dakota Grand Forks, North Dakota
William Danenburg	Assistant Dean College of Education University of South Florida Tampa, Florida
Leland Dean	Director, Teacher Education Michigan State University East Lansing, Michigan
Thomas Dean	Dean, School of Applied Arts and Sciences California State College at Long Beach Long Beach, California
Mark Delzell	Dean, Department of Education University of South Dakota Brookings, South Dakota
George E. Dickson	Dean, College of Education University of Toledo Toledo, Ohio
Roy D. Dillon	Associate Professor Agricultural Education Department University of Nebraska Lincoln, Nebraska

Lloyd V. Douglas	Head, Business Education University of Northern Iowa Cedar Falls, Iowa
Tom W. Dowe	Dean & Director College of Agriculture and Home Economics University of Vermont Burlington, Vermont
C. L. Ellison	Chairman Division of Agriculture The Fort Valley State College Fort Valley, Georgia
Leon Engelbart	Nebraska Research Coordinating Unit for Vocational Education University of Nebraska Lincoln, Nebraska
Herbert Everett	Director of Resident Instruction Cornell University Ithaca, New York
Robert J. Florell	State Leader, Extension Studies and Training Agricultural Extension Service University of Nebraska Lincoln, Nebraska
Otis D. Froe	Chairman, Department of Education Morgan State College Baltimore, Maryland
E. F. Frolik	Dean, College of Agriculture and Home Economics University of Nebraska Lincoln, Nebraska
Thomas R. Gaines	Chairman, Division of Applied Arts and Technology Central State University Warrensburg, Missouri
Roy M. Hall	Dean, School of Education University of Delaware Newark, Delaware

Max Hansen	Associate Professor and Chairman Industrial Arts Department University of Nebraska Lincoln, Nebraska
Merk Hobson	Vice Chancellor Dean of Faculties University of Nebraska Lincoln, Nebraska
James T. Horner	Professor and Chairman Agricultural Education Department University of Nebraska Lincoln, Nebraska
Harold Jackson	Assistant Coordinator for Vocational-Technical Institute Albuquerque, New Mexico
Earl H. Knebel	Texas A & M University College Station, Texas
David Krathwohl	Dean, College of Education Syracuse University Syracuse, New York
Shirley M. Kruetz	Associate Professor Home Economics Education University of Nebraska Lincoln, Nebraska
Gordon Law	Director of Research American Vocational Association, Inc. Washington, D. C.
J. Kenneth Little	Co-Director, Center for Studies in Vocational & Technical Education The University of Wisconsin Madison, Wisconsin
Lucian Lombardi	Director, Division of State Technical Colleges Room 337 State Office Building Hartford, Connecticut

Donald A. Marshall	Associate Dean of Agriculture University of Idaho Moscow, Idaho
Robert C. Mason	Coordinator, Agriculture College Short Courses and Conferences University of Nebraska Lincoln, Nebraska
James D. McComas	Dean, College of Education Kansas State University Manhattan, Kansas
M. G. McCreight	Associate Professor Agricultural Education University of Nebraska Lincoln, Nebraska
Keith N. McFarland	Director, Resident Instruction Assistant Dean College of Agriculture, Forestry and Home Economics St. Paul, Minnesota
Wesley C. Meierhenry	Assistant Dean Teachers College The University of Nebraska Lincoln, Nebraska
Harold E. Myers	Dean, College of Agriculture University of Arizona Tucson, Arizona
Paul Nelson	Department of Information University of Nebraska Lincoln, Nebraska
James F. Nickerson	President, Mankato State College Mankato, Minnesota
Robert Ohm	Dean, College of Education University of Oklahoma Norman, Oklahoma
E. O. Paglarini	State Director of Industrial Arts State Department of Education St. Paul, Minnesota

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Roland Peterson	Assistant Professor Agricultural Education University of Nebraska Lincoln, Nebraska
J. Francis Rummel	Dean, School of Education University of Montana Missoula, Montana
Walter P. Schroeder	Head, Education Department California State Polytechnic College San Luis Obispo, California
Edward Schwartzkopf	Vocational Needs Analyst Lincoln Public Schools Lincoln, Nebraska
Charles P. Scott	School of Education University of Pittsburgh Pittsburgh, Pennsylvania
Neill C. Slack	Head, Industrial & Technical Education Utah State University Logan, Utah
Ward Sybouts	Professor and Chairman Department of Secondary Education The University of Nebraska Lincoln, Nebraska
Donald R. Theophilus, Jr.	Chairman, Area of Higher Education University of Washington Seattle, Washington
Gerald W. Thomas	Texas Tech Lubbock, Texas
A. W. Vandermeer	Dean, College of Education Pennsylvania State University University Park, Pennsylvania

Robert S. Wheeler	Director of Resident Instruction College of Agriculture University of Georgia Athens, Georgia
William H. Wiley	Dean, College of Agriculture & Biological Sciences Clemson University Clemson, South Carolina
Ivan R. Willey	Dean, College of Education University of Wyoming Laramie, Wyoming
Donald E. Wilson	Director of Teacher Education University of Southern California Los Angeles, California
Robert Wood	Dean, College of Education University of Missouri Columbia, Missouri
T. C. Yerian	Chairman, Department of Business Education Oregon State University Corvallis, Oregon
Dale Zikmund	Research Assistant Agricultural Education Department University of Nebraska Lincoln, Nebraska

SEMINAR AGENDA

National Seminar For College Deans

June 23-26, 1968

Nebraska Center for Continuing Education
The University of Nebraska
Lincoln, Nebraska

Sunday, June 23

12:00-5:30 p.m. Registration. . . . . . Second Floor Lobby

THEME: NEW STRATEGIES IN VOCATIONAL-TECHNICAL TEACHER EDUCATION

5:30 p.m. Opening Session . . . . Auditorium

Chairman:
Dr. Walter K. Beggs
Dean, Teachers College
University of Nebraska

Welcome and Remarks:
Dr. Merk Hobson
Dean of Faculties
University of Nebraska

Orientation to the Seminar:
Dr. Roy D. Dillon
Project Director
University of Nebraska

7:00 p.m. Banquet . . . . Omaha Room

Chairman:
Dr. Walter K. Beggs
Dean, Teachers College
University of Nebraska

Keynote Speaker:
Dr. Leon P. Minear
Director, Division of Vocational-Technical Education
Bureau of Adult, Vocational and Library Programs
Office of Education

Monday Morning, June 24

8:30 General Session. . . . . Norfolk Room

Chairman: Dr. Elvin F. Frolik
Dean, College of Agriculture
and Home Economics
University of Nebraska

The Need for New Patterns of Personnel Selection and Preparation

Mr. John Beaumont
Division of Vocational-Technical Education
U.S. Office of Education

9:15 Symposium

Chairman: Dr. James McComas
Dean, College of Education
Kansas State University
Manhattan, Kansas

Dr. Lewis Yoho
Dean, School of Technical Education
Indiana State University
Terre Haute, Indiana

Dr. Denver B. Hutson
Chairman, Department of Vocational Education
University of Arkansas
Fayetteville, Arkansas

10:00 Coffee in Conference Lobby

10:15 Reaction Discussion Groups

11:00 Organizing for Task Force Work

Dr. Wesley Meierhenry
Asst. Dean, Teachers College
University of Nebraska

11:30 Luncheon. . . . . Omaha Room

Monday Afternoon, June 24

12:45 General Session. . . . . .Norfolk Room

Chairman: Mr. John Beaumont
Division of Vocational
Technical Education
U.S. Office of Education

The Educational Professions Development Act

Dr. Russell Wood
Deputy Assoc. Commissioner
Bureau of Educational
Personnel Development
U.S. Office of Education

2:00 Organizational and Operational Patterns for Vocational-Technical Teacher Education

Dr. Rupert Evans
Dean, College of Education
University of Illinois
Urbana, Illinois

2:45 Discussion

3:00 Coffee in Conference Lobby

3:15 Reaction Discussion Groups -- Speaker Response

5:00 Adjourn

6:30 Banquet. . . . . Omaha Room

Chairman: Dr. Wesley Meierhenry
Asst. Dean, Teachers College
University of Nebraska

Monday Evening, June 24

8:00 Highlight Speaker:

"Vocational Education in a Trillion-Dollar Economy"

Mr. Roman Pucinski
Congressman, Illinois
Longworth House Office Bldg.
Washington, D.C.

Tuesday Morning, June 25

8:30 General Session. . . . . Norfolk Room

Chairman: Mr. Cecil Stanley
Asst. Commissioner for
Vocational Education
State Department of Education
Nebraska

Strategies in Recruitment and Selection of Vocational-Technical Teachers

Dr. Durwin Hansen
Chairman, Trade and
Industrial Education
North Carolina State
University
Raleigh, North Carolina

9:15 Open Discussion Response

9:45 Task Groups Meet . . . . Rooms to be announced

10:15 Coffee in Conference Lobby

12:00 Luncheon . . . . Omaha Room

Tables to be set for each Task Group

Tuesday Afternoon, June 25

1:30 Implications for Research in Vocational-Technical Education. . . . . Norfolk Room

Dr. Allen Lee
Teaching Research Division
Monmouth College
Monmouth, Oregon

Open Discussion Response

2:30-4:30 Task Groups Meet. . . . . .Rooms to be announced

Dinner: Check for dinner at Center may be signed to Hotel Room.

Wednesday Morning, June 26

8:30 Task Force Symposium . . . . Norfolk Room

Chairman: Dr. Clodus Smith
Director of Summer Sessions
University of Maryland
College Park, Maryland

Each Task Group Present Report, Followed by Open Discussion (3 groups) I, II, III

10:00 Coffee in Conference Lobby

10:20 Task Group Reports, Groups IV and V

11:15 Seminar Evaluation

Dr. Ward Sybouts
Teachers College
University of Nebraska

11:30 Luncheon . . . . Omaha Room

Chairman: Dr. Walter K. Beggs
Dean, Teachers College
University of Nebraska

Speaker: "Ignorance and Freedom"

Dr. Duane M. Nielsen
Director, Organization and Administration Studies Branch
Division of Comprehensive and Vocational Education Research
U.S. Office of Education

1:00 Adjourn

MAJOR PRESENTATIONS

VOCATIONAL AND TECHNICAL EDUCATION

Leon P. Minear

Deans, fellow guests at the head table, ladies and gentlemen, I am delighted to speak with you about issues in vocational education because I know of no comparable period in the history of American education when vocational-technical education means so much and is so badly needed.

Recently I experienced a situation which dramatically demonstrated a change that I believe has come over America. I witnessed personally what many of you may have seen on television. Police had streets blocked off in front of the U.S. Department of Agriculture because of demonstrations staged by sympathizers of the Poor People's Campaign and the residents of Resurrection City. Since I could not continue through the area by taxi, I got out and walked. I witnessed a group of youth of high school and college age deliberately flaunting the law. Tourists in the area and government employees who were leaving work reacted in a way that reflected a different attitude than would have been exhibited a year ago. Their attitude was demonstrated by support of the seemingly harsh actions of the police in repelling an attempt by this group of young people to break through their lines. The attitude of this group, and in America, is that we must accept our responsibilities and get on with our business. This is the change that I identified and which has found its way into many faces of American life, including education.

The topic I wish to discuss this evening is the latest legislation in education. There is a very definite feeling on the part of the Congress that more should be done for vocational education. The Vocational Education Act of 1963, if you recall the preamble, promised much for our country. In reality though, very limited funding was made available. Let me read the preamble to you.

Presentation given by Leon P. Minear, Director, Division of Vocational-Technical Education, Bureau of Adult Vocational and Library Programs, Office of Education, at the "National Seminar for College Deans," held June 23-26 at the Nebraska Center for Continuing Education, Lincoln, Nebraska.

> "So that persons of all ages and all communities in the State will have ready access to vocational training or retraining, which is of high quality, which is realistic in light of actual of anticipated opportunities for gainful employment and which is suited to their needs, interests, and ability to benefit from such training."

I want to emphasize the one part, "So that all persons of all ages in all the communities" in States of the Nation may have this opportunity. This was in the first part of the Vocational Education Act of 1963, but the Congress was unable to fund it the way they would have chosen at that time, and so they are now about this business again. I was told before I went to Washington that the Congress was going to pass a vocational bill and that it would be substantial in nature providing some new answers to some old problems. As you know, there are two bills proposed: the Senate bill, and the House bill attributed by some to the American Vocational Association. We have been assured that a combination of these bills will finally result and be passed.

Why all the big interest in vocational education? As deans of schools of education, or professors of education in this country, it cannot have escaped your attention that the gap between the "haves" and "have-nots" in our country is great. There are people in our society who fit admirably into traditional college and high school programs. But there are also those who do not. I am convinced that the kind of legislation which will be passed can stimulate and hasten general acceptance of efforts already underway in a few areas of the country to renovate public education enterprise so that it can cope with the staggering new responsibilities imposed by our rapidly changing society. The success of the act will depend upon how those who administer its programs interpret congressional intent---and upon the kind of guidelines developed in State and Federal agencies. We must not fail to recognize too, that congressional intent as expressed through the terms of the appropriations for the act will also determine whether or not the legislation will obtain its desired end.

One of the present bills states its purpose in one part as the stimulation through Federal support of new ways to create a bridge between school and earning a living for young people who are still in school, who have left school either by graduation or by dropping out, or who are in post-secondary programs of vocational preparation.

Several questions might appropriately be asked of agencies and educators before massive sums of money are appropriated for vocational education.

> How can seed money be distributed to encourage State and local planners to carry out the imperatives established by the President's Advisory Council on Vocational Education? No longer can the emphasis be on matching the best man with an existing job, or on manpower as an economic resource; it must be placed on providing a suitable job for each man or equipping each man to fill a job that is personally satisfying.
>
> How can matching requirements or other incentatives be applied to encourage the investment of State and local resources in projects that will enable all school districts to incorporate comprehensive vocational exploration and individual counseling into the educational program for every student?
>
> Will the proposed grant programs cause State and local agencies to seek new flexibility and greater diversity in the learning opportunities and environments they provide for all students? For example, how can the Congress encourage State legislatures and education agencies to consider tapping the full potential of film, television, travel, student exchange, and computer technology to expand opportunities for exploratory on-the-job or out-of-school experiences as an effective and economical supplement to building vocational classrooms or schools? Although the area vocational school concept is a step in the right direction, the training these schools offer will always be limited by the number of classrooms that can be constructed, staffed, and equipped to simulate modern working environments.
>
> What specific next steps can a grant program encourage that will be most likely to lead us toward developing a system for individualizing educational programs so that every youngster, regardless of background or ability, has a real chance to build the confidence as well as the skills he will need to become, and remain, employable---to pursue a career that will be meaningful and personally satisfying?

One of the most urgent recommendations of the Compact of States Vocational-Technical Education Task Force was to organize education in two contexts: (1) learning through formal instruction and exploration in school; and (2) learning through cooperatively planned programs of practical experience related to community activities, and responsibilities.

I am certain that if school districts and communities can be encouraged to apply the "earn and learn" concept in totally new ways, this kind of restructuring will, in fact, occur. To obtain this concept, at least three steps are inevitable:

1) We must sort out the learning experiences that should be subsidized as a necessary function of the public school itself.

2) We must discard the notion that all publicly subsidized instruction must take place in a school building under the direction of certified educators.

3) We must coordinate efforts of secondary schools, community colleges, universities, and employers to develop flexible advancement procedures.

Relating to the first point, we will begin to find it necesary to sort out the learning experiences that should be subsidized as a necessary function of the public school itself, because such experiences are most effectively provided in a formal educational setting. We will begin to redefine the primary responsibilities of the public school in terms of the kind of education every generation owes to the next.

Secondly, more and more school and community leaders will begin to discard the notion that all publicly subsidized instruction must take place in a school building under the direction of certified educators. They will begin to see that a much wider diversity of educational opportunities can be provided for people in all communities, regardless of size, by bringing laymen from all walks of life into educational planning as well as into teaching and learning process.

The Compact's Vocational-Technical Education Task Force has suggested that learning stations be established in the community to provide meaningful experiences through actual participation in the political, social, cultural, and recreational activities of the larger community, as well as through part-time employment in its businesses and industries.

Learning stations could expand post-high school, continuing, and adult education programs so that they reach into every corner of the State. They could be operated whenever they are needed, from 8 a.m. until midnight, every day of the week, every week of the year.

Learning stations could be staffed, equipped, evaluated, and modified by those who establish them. This means that "instructors" might often be volunteers and practitioners working with professional educators---architects, engineers, businessmen, artists, musicians, sportsmen, and mechanics. Many could be staffed by school aides, tutors, interns, or student teachers who are part of a teaching team under the direction of a master teacher. They could be established, when necessary, by cooperative arrangements among several districts in an area, or between rural and city districts. If enough school districts can be tempted to seek new ways of applying the traditional work-study concept to all areas of the curriculum, and to the emerging as well as traditional vocational fields, educational planners will be able to tap the unlimited potential of America's free enterprise system and enlist the human resources and talents that are in every neighborhood and community.

Local community advisory councils or task forces representing each of the broad fields of human endeavor---occupational, social, cultural, political, and intellectual---should be encouraged to assist in arranging action or task-oriented educational experiences for all young people in learning stations in the community or region.

The involvement of large segments of the community in this kind of educational planning and in establishing learning stations in the cultural, social, occupational, and governmental activities would assure a greater diversity of educational opportunities.

The third conviction is that State educational agencies will need to take the lead in coordinating efforts of secondary schools, community colleges, universities, and employers to develop flexible advancement procedures so vital to the "earn and learn" concept will be our ability to organize and sustain a new kind of guidance and counseling service in every community.

It seems to me that the kind of counseling service we need will grow out of or be modeled upon the case-staffing procedures developed by social workers in many communities ---a cooperative effort by all health education, employment, welfare, social, and civic agencies to bring their collective knowledge and resources to bear on the problems of individuals.

Certainly there should be seed money available to encourage pilot projects to pioneer the development of new designs for educational guidance and individual counseling as a community service, perhaps performed by an agency not entirely subsidized by or responsible to a school district. Such an agency would, of course, need the full approval and support of the schools, other public agencies, and the community at large in order to perform its liaison and counseling functions successfully.

Regardless of how we organize to achieve it, we need to work hard to plan experiences that will help young people, and indeed people of all ages, to find out about themselves and to apply this knowledge to their vocational choices. One of the best ways to help young people make such exploration will be to involve them in learning and caring about the needs and problems of their own communities---in volunteer community service as a major part of their "practical" education. What better way is there for our youth to establish meaningful relationships with the adult community?

I was pleased when Commissioner Howe invited me to consider this position as Director of the Division of Vocational and Technical Education. I suggested to him that even though I had been a principal in charge of a technical school and a Superintendent of Training for an airline, I had not been a State Director of Vocational Education or a local director and that he perhaps needed someone with that experience. He said, "Leon, I think you're wrong. I think we need someone who is sympathetic to vocational-technical education, but very particularly and very definitely someone who has a general administrative educational background." He went on to say, "I think at this time in our history we must find better ways of welding vocational education into the curriculum." He sees a time when deans of schools of education, college presidents and superintendents of schools must learn more about vocational education. A broader approach in vocational education is needed. Herein is where we all need to pool our best professional judgment and examine the whole problem of education.

Therefore, if new legislation passes it will mean a lot of new types of programs for us and for government. We are looking at the role of the Division of Vocational and Technical Education in a somewhat new light. I have written to a number of deans asking for nominations of consultants in the occupational areas of vocational education. We will try to develop a list of 60 to 75 names of persons who can become consultants to the Office of Education and to the States. Upon this group will be placed the responsibility of helping the Division to determine new program directions and to privide program assistance.

Deans of the schools of education have long suffered through and worked with innovations in many fields of education, but we haven't given enough attention to some of the new things that are happening in vocational-technical education. We are hoping with this new legislation to be able to put some money at the disposal of State directors and others to provide us with some new paths, some new ideas in vocational-technical education. For example, there is the large city problem which we have all heard about, but an area where educational inroads have been relatively unsuccessful. In terms of numbers of people affected, the problem of the rural poor is probably greater than the metropolitan problem. The periphery of towns exhibit some very sad living conditions. Many of these people, not being downtown and ghettoed together, have not been the overt problems that some of our ghetto areas have been. But they nevertheless, represent an equally if not greater problem in terms of raw numbers. We will be working with the problem of trying to meet the needs of the disadvantaged, the dropouts, the low income family youth, the unemployed youth and adult, functionally illiterate adults, reluctant learners, and the aging workers.

Frank Cassell, Director of the U.S. Employment Service said:

> "The demand by our people to raise the quality of life in the United States requires the spawning of hundreds of new occupations and careers...
>
> In a real sense, the broadening scope of occupations and careers will fulfill more completely than ever before for more people their wide range of needs, abilities, and life desires---a magnet drawing talent away from business. Put another way, more people will get paid for the kind of work they like to do instead of receiving pay for doing work they dislike, or which is onerous, or is just a meal ticket, but which is the only work available to satisfy *basic economic needs.* It enlarges competition beyond mere wages to the competition which responds to the desires and needs of the human spirit."

CHALLENGES FOR TEACHER EDUCATION IN VOCATIONAL AND TECHNICAL EDUCATION

John A. Beaumont

When Dr. Roy Dillon requested that I speak at this conference my first questions were: "To whom was I to speak?" "On what subject?" and "Why me?" Dr. Dillon informed me that I was to speak to a group of university deans---for which I am truly honored---at a conference on establishing new strategies and guidelines for pre-service and in-service teacher education in vocational and technical education. My assignment was the presentation of problems. Dr. Dillon was specific in stating that I had no role in formulation of solutions. Further, he stated that this request was directed to me because of my recent experiences as an administrator in vocational and technical education.

My first inclination was to discuss vocational education legislation and its implications for the economic and social changes which are taking place in our country. After considerable thought and consultation with my colleagues, I decided that I could make my greatest contribution by reviewing with you in detail some of my experiences in a recent assignment in Illinois.

I have just completed a 2-year assignment as Director of Vocational and Technical Education for the State of Illinois. This assignment was conducted under a loan procedure provided for in Public Law 89-10, the Elementary and Secondary Education Act. Title V permits the exchange of Federal and State employees. In this case, it was not precisely an exchange, since nobody from Illinois took my place in Washington. The brevity of the assignment increased the pressures for immediate action. Because I remained on the Federal payroll during the assignment, I had some leeway in my actions that I might not have had if I had joined the State staff as an employee.

In developing this paper, I have attempted to do two things; (1) to present first the concerns of the leadership to which I reported in Illinois, and (2) to discuss the problems which I faced in implementing assignments based on these concerns.

Illinois is unique in that a single State board is assigned the joing responsibility of vocational education and vocational rehabilitation. This Board is composed of the Superintendent of Public Instruction, who serves as executive officer and was my immediate superior, plus eleven

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Presentation given by John A. Beaumont, Chief, Service Branch, DVTE, Office of Education, Washington, D. C., at the National Seminar for College Deans at the University of Nebraska, Lincoln, Nebraska, June 24, 1968.

additional members. Five are members of the Governor's cabinet serving on the Board of Vocational Education and Rehabilitation are the Directors of Agriculture, Labor, Health, Mental Health, and the Director of Education and Registration. The lay members include a sociologist, a psychologist, a practicing physician and surgeon, an attorney, an industrialist, and a labor leader. To the concerns of this group could also be added those of the Governor, the Honorable Otto Kerner, with whose work as Chairman of the Commission on Civil Disorders I assume you are all familiar.

To facilitate my presentation, I have set up the concerns of these individuals in the following categories: (1) management, (2) staffing, (3) improvement and extension of a dialogue about vocational education, (4) extension and improvement of vocational education, (5) emphasis on the disadvantaged, (6) emphasis on Junior College programs which include technical education, (7) guidance and counseling in relation to occupational information, and (8) experimentation and research.

(1) Management

In regard to management, the Board was very much concerned that the State staff be reorganized in such a way as to emphasize vocational and technical education rather than particular areas of subject matter. The emphasis of the 1963 Vocational Education Act is on serving people in relation to their occupational needs; therefore, the Board felt that its first concern should be developing a staff structure that could fully implement this stated purpose of the 1963 Act. This staff, while not neglecting subject matter, should have as its primary focus the development of a statewide vocational education program which would reflect both the current and developing occupational opportunities in Illinois.

The Board was concerned with the expenditure and control of funds. Vocational education in Illinois is becoming a multi-million dollar activity, expenditures rising from $11,000,000 in 1963 to more than $40,000,000 in 1967. Concern was felt for the lack of statistical information which would enable the Division of Vocational and Technical Education to apply the program planning and budgeting concept which is so widely used in the Federal Government.

(2) Staffing

The Board called for reorganization of the State staff by staffing with persons of varied abilities which had not previously been included. Primarily, there was a need for persons with administrative capacity who could work closely with junior college presidents, school superintendents, boards of education, elected officials, and other in developing plans for comprehensive vocational education offerings. In addition, it was felt that the State staff should include individuals from various fields of behavioral study including economics and sociology, who could relate their disciplines to the problems of human resources as they affected vocational and technical education. Also, it was felt that there should be representation on the State staff from various minority groups, particularly Negroes, because there is in the State of Illinois a significant Negro population served by the Division through vocational education and manpower programs.

The staffing problems became more acute in the junior colleges and secondary schools. There was need not only for persons with a wide variety of occupational and educational background (e.g., health, public service, business, industry, agriculture, social work, and engineering.) but also a need for persons who empathized with those who come inadequately prepared to an educational program and whose disadvantages include academic, physical, economic, and social handicaps. At all levels, there was a need for leadership; I would like to discuss this topic with you later in this presentation.

(3) Improvement and extension of a dialogue about vocational education

The Board was particularly concerned that the leadership of various significant groups in Illinois appeared not to understand the goals and objectives of vocational education. These groups included school administrators, members of the Legislature, business groups, industry, professional groups, and leaders of various State agencies whose goals could be more effectively reached through the services of vocational and technical education.

At the time of my appointment, the state Legislature was conducting two task force studies; one related to education and the other to state administration. Among other things, both were concerned with vocational education. The initial reports of both of these task forces had indicated to the Board a complete lack of understanding by the task force of the objectives of vocational education and the role that it could play in bringing the State forward from its historical agriculture and heavy industry role to a place in the rapidly developing technological society.

Greatly improved dialogue with State leaders about vocational education is a matter of major concern if vocational education is to serve effectively. The effectiveness of this service depends upon the place of vocational education in the State administration. It depends upon the Legislature's action in providing funds and enacting legislation that would permit and encourage school reorganization. It depends upon the support given to vocational education by industry, labor, and the professions, because in its new role vocational and technical education is to not only prepare people for a few limited skilled occupations, but also to prepare them for service as technicians and subprofessionals.

(4) Extension and improvement of vocational education

The first problem in the extension and improvement of vocational education was to make it available across the State. Even without adequate facilities, a beginning junior college program made a major impact on vocational and technical education. The legislation which established these junior colleges emphasized that they were to provide not only transfer programs, but also occupational training needed by the regions they served and by the State at large. The cooperation between the Board to which I reported and the Junior College Board was one of the most enjoyable parts of my assignment in Illinois. This cooperation led to services in the field of occupational training that will make Illinois a leader in technological developments and enable youths and adults to participate in and to contribute effectively to technological growth.

Legislation was needed to permit the cooperation of local secondary school districts in the establishment of area vocational centers. The Board was committed to this approach particularly because of its potential contribution to rural youth who had been limited to vocational programs in agriculture and home economics. One of the Board's major goals was to bring into balance the total vocational program so that youths would have an opportunity for a wide range of occupational choices.

Not all of the Board's concerns were simple and easy. The Governor was greatly concerned about developing a significant vocational education program in a particular Illinois city which had the following profile in comparison with other Illinois cities: (1) It ranked first in percentage of the civilian labor force unemployed (20%); (2) It ranked first in percentage of families with income less than $3,000 (30%); (3) It ranked first in percentage of adults with less than eight years of formal education; (4) It ranked first in percentage of unsound housing units (43%); (6) It ranked first in rate of infant mortality; (7) It ranked second in rate of criminal offenses. Approximately 900 school dropouts annually represented a cumulated dropout rate in excess of 40% of its total property taxes as interest on indebted bonds.

The Board was concerned about what could be done in another metropolitan area to develop vocational education in the ghetto area. The Board, and the Governor were convinced that much of the discontent, frustration, and disorder in the ghetto arose from a large group of unemployed individuals who had little or no skill to offer prospective employers.

(5) Emphasis on the Disadvantaged

Vocational education administrators today are admonished by elected officials to do something immediately about unemployment and underemployment. At the Midwestern Governor's Conference in August, 1967, the governors expressed themselves strongly in a resolution urging educators to be more concerned about the concept of "learning for earning," particularly as it affects the disadvantaged in the ghettos of our cities and in rural areas.

Expenditures for welfare and public aid, the social and economic disasters of riots, the costs of law enforcement agencies and the military in quelling riots all put heavy pressure on vocational educators at the present time. Vocational education must assume its due share of responsibility in helping to find solutions to the problems of those who have been unable to break the bondage of unemployment and underemployment.

(6) Emphasis on junior college programs which include technical education

Illinois, like many midwestern States, has not benefited from the technological developments of this new electronic age to the same extent as the states on the East and West coasts. One factor contributing to this situation in Illinois was the lack of institutions to prepare technicians needed in those fields dominated by electronics and the computers. This failure to provide occupational training opportunities brought economic problems to the State and prevented youths and adults from securing employment in these rapidly growing and high-salaried industries. A Legislative commission was appointed to study this problem; as a result of its studies, further pressure was exerted on the Board by the Commission for occupational education which would place Illinois in the forefront in a technological age.

The Board was concerned by the lack of para-professionals in the medical and health fields. Hospitals were not fully staffed. Services needed in connection with the new medical discoveries were not available because of a lack of technicians and subprofessional in these important fields. Therefore, an alliance was developed between the Boards of Vocational Education and Rehabilitation and the emerging junior college system. Essential services and economic development depended upon the extension of these opportunities in the health and medical fields.

(7) Guidance and counseling in relation to occupational information

The Board was concerned with enrolling students in vocational and technical education and establishing occupational curricula in keeping with developing opportunities. It wanted to emphasize an extensive need for guidance and counseling which would help young people, their parents, and teachers to understand the directions that employment would take in Illinois in the immediate future. The young people needed guidance and counseling which would bring them an understanding of developing opportunities in the world of work, particularly in technical and subprofessional fields. This required a close relationship between the local schools and the State Employment Service whose responsibility it was not only to provide employment opportunities but also to conduct studies which would indicate future directions for employment. The Board proposed that the State Employment Service provide a significant link between the schools and employers. This link would have implications for the problem of establishing occupational curricula which reflected current and emerging employment opportunities.

(8) Experimentation and research

The Division of Vocational and Technical Education was to be responsible for experimentation and research.

The Board was particularly concerned about developing experimental programs dealing with the disadvantaged. For each of the past two years the State has funded approximately $1,000,000 worth of projects, most of which were experiments dealing with service to disadvantaged youth and adults. Previously neither the State staff nor local schools had given great emphasis to this problem.

The purpose of emphasis on experimentation and research was not only to discover new directions for vocational education, but also to develop an attitude on the part of vocational educators which would make them receptive to new ideas and to new suggestions from local schools and junior colleges. Vocational educators, like all educators, have tended to reject those procedures which would not easily fit into the established institution. The staff was beginning to respond and new ideas were coming forth from areas which had previously been considered completely stratified. I trust that this review of the concerns of the State Board, the Governor, and the Chief State School Officer, has indicated to you the directions that vocational education is currently taking. These directions have implications for the preparation and upgrading of personnel in the vocational and technical education program. It is in this context that I would like to discuss with you several of the problems that I faced as an administrator in attempting to implement programs and assignments that arose from these various concerns.

(1) Vocational Educators

It is most difficult to find vocational educators. Those who have been involved in vocational education are primarily trained in a particular occupational area. One questions whether these individuals, even those with advanced degrees, have attained a broad understanding of vocational education as it relates to the manpower needs of the Nation. The economic concerns of vocational education as presented in the report of the President's Council of Economic Advisers are not widely understood by those engaged in vocational education programs. There seems to be a tremendous necessity for a complete review and reorganization of programs in our institutions of higher learning which are purportedly designed to prepare individuals for a vocational and technical education. Without understanding the purposes and goals of vocational education for solving the Nation's social and economic problems, teachers and administrators in vocational education are not fully prepared to cope with the new challenges that have presented to those engaged in occupational development.

(2) Communications

A large number of vocational educators are unable to communicate effectively with others about the work in which they are engaged. This becomes apparent when you consider the lack of dialogue between general educators and vocational educators. For example, it is particularly obvious that administrators of junior colleges and secondary school systems wish very strongly to establish occupational training opportunity in their institutions. These administrators are concerned with vocational education, its implications, its development, its services, and its evaluation. They are less concerned with the depth of a particular occupational curricula than with the problems of instituting occupational training programs. The same can be said of elected officials, directors of State agencies, members of professional groups, industrial groups, business groups, and labor groups. This problem relates not only to communications skills, but also to understanding vocational education in its total sense.

(3) Leadership

Leadership development is lacking in the field of vocational and technical education. Today's leader must understand not only vocational education, but also its economic and social implications. He must also understand the political forces through which all facets of public service are implemented and developed. Programs designed to prepare leadership personnel for State staffs, for roles in junior colleges and secondary schools are desperately needed if occupational education is to be fully implemented in our schools and colleges.

(4) Teaching

The new directions of vocational education have presented major problems in the recruitment and preparation of teachers; I would like to emphasize the in-service training of teachers.

At one time, vocational education was confined primarily to agriculture, home economics, and a few industrial occupations. Today, we are engaged in training for the health occupations, occupations in human services, public service occupations, marketing occupations, office occupations, and technical occupations, many of which are in new fields, particularly in the areas of aerospace and oceanography. This emphasis on a wide variety of occupations poses tremendous problems in teacher recruitment and preparation for classroom instruction. It is also necessary to find experts from other areas of endeavor. We are using political scientists in public service training as vocational teachers. Sociologists are engaged in training persons for the human service occupations. Engineers of all kinds work in the technical field. The medical experts are called upon for training technicians and subprofessionals. Unfortunately, the experts in many disciplines required for vocational teaching tend to consider themselves as information sources rather than as managers of learning situations.

The occupational training program currently extends from the elementary level through secondary education into the beginning years of higher education. We are beginning to realize that thousands of overage youths in elementary and junior high schools will probably never enter high school, let alone graduate. In Chicago, there were 10,000 overage elementary youth. Often these youths leave school, go into the streets, and either enter the unskilled work force or cause difficulties in the community. Vocational education must be regarded as an educational program that serves age levels rather than grade levels.

The wide variety of occupations and the great breadth of grade levels for which training if offered require new approaches to teacher education.

Certification at the junior college level is generally not a problem as recruitment is conducted on the same basis as is higher education. At the elementary and secondary levels, certification becomes a major problem due to state legislation.

I am only raising the problems but I believe that you can well understand the tremendous implications involved in securing the competent teachers needed in the present day vocational education programs.

(5) Disadvantaged

The disadvantaged have become a priority in vocational education. Currently emphasized is the education of youths in the ghettos, whose disadvantages are not only economic and social, but include deep-seated feelings of rejection by the society in which they live. These young people need more than well organized, well taught occupational training programs. They need basic attitudinal changes which will bring to them a vision of life in a democratic society. Vocational education with many of the disadvantaged begins with an effort to help these individuals realize that there is a place for them in the work force of this nation.

The implementation of a program for the disadvantaged is one of the major challenges facing vocational administrators at the present time. Vocational education needs persons to recruit, counsel, teach, follow -up, and almost live with these people until they achieve the confidence and ability that will make them effective, contributing citizens. The efforts of many of your staff will be required if any headway is to be made in alleviating this serious situation in society.

(6) Research and Experimentation

You at the universities can contribute much to the needed research. We must know more about programs, the people we serve, and ways of reaching these people. The field of evaluation has been almost totally ignored in vocational education research. An experimental approach is greatly needed by vocational educators in teaching, supervision, and administration. The institution of vocational education has become comfortably stratified over the years as a result of legislation and reliance upon accepted procedures. Research and experimentation are the only ways of finding new directions in which to move the vocational education program.

(7) Guidance and Counseling

In our attempts to establish vocational education programs at all levels, one basic force made a program successful or unseccessful: namely, the quality of the guidance and counseling.

The students, his parents, his friends, and the total community must develop an understanding of what is happening in a changing society based on technological advances which were totally unheard of a few years ago. In the last quarter of a century, we have seen atomic energy, the computer, the space age, and now, through biological research, the ability to create life. What these changes really mean to the work of this society will not be entirely comprehended for many years, but some force is needed now to help young people and adults understand something about their role in this changing society. I would urge you to consider counseling and guidance as a major program in vocational and technical education.

Summary

The administrator faces many other problems in attempting to provide excellence in vocational and technical education. Curriculum development, construction and equipment of facilities, and the planning of adequate programs all require the services of a well-trained, devoted staff. The selection, preparation, and improvement of staff must be directed anew; efforts must be coordinated by many self-contained units within our universities. The current emphasis on the whole rather than the parts of an endeavor places on the administrator the most severe burden of management, namely that of coordination. The emerging demands on vocational and technical education require persons who can only be made available through the coordinated efforts of many segments of the university. As one who is concerned that our nation meet the challenges of vocational education, I look to you as the forces through which these coordinated efforts can be realized.

For out of these efforts can come the vocational educator who will equate the whole world of work with the aspirations and goals of man. This vocational educator must be a teacher of men. He must be able to develop occupational competency as a contribution to society. He must empathize with those who have not found a place in traditional educational institutions. He must understand the social, economic, and political implications of his role as a vocational educator. He must be in the forefront of change.

You will say that I am asking for the exceptional teacher. I admit it. All teachers must be exceptional, for education in itself may be destructive or creative. It is within the power of the teacher and the student to make the choice.

ORGANIZATIONAL AND OPERATIONAL PATTERNS FOR VOCATIONAL-TECHNICAL TEACHER EDUCATION

Rupert Evans

If you think I am way off base in what I say today, tell me. This is a field in which I have strong feelings, but goodness knows I am going to change some of these feelings. And I think we will all get a lot more mileage out of this discussion and our future activities if we talk, work, act, together.

In a speech of this sort, you generally have a choice between saying nothing (which I don't intend to do), or saying some things that are untrue. It has been said, and I think accurately, that anything you would possibly say about American education has been true at some time and some place in this country. And just about anything you can say about vocational and technical education has been true at some time or some place. Thus, if you say anything, then you have to end up saying some untrue thing. So, many of the statements that I will make will seem to me to apply in the majority of cases, but they might not apply to you or to some of your friends, at least not at the moment. And if I tread on your toes, I apologize.

Remember I am talking about how we should organize and operate vocational teacher education, but first I have to say a word or two about how it has been done up to now. There has been a tremendous variation in structure in vocational teacher education in this country. Some State Departments have done quite a good deal with teacher education, but I think by and large, they are doing less now than they were at one time. And of course, higher education has been involved in vocational-technical teacher education for a long time. This afternoon I am going to be talking mostly about higher education with some comments about the Federal Government. And if you look at the ways in which higher education has approached vocational-technical teacher education, you certainly see a variety!

We have a few places where all vocational-technical teacher education is combined in one department. So far there are very few such places, but that seems to me to be the trend.

Presentation given by Rupert Evans, Dean, College of Education, University of Illinois, at the National Seminar for College Deans at the University of Nebraska, Lincoln, Nebraska, June 24, 1968.

We have departments in separate colleges in higher education. In one University may be a Department of Agricultural Education in the College of Agriculture, a Department of Business and Distributive Education in the College of Commerce and Business Administration, etc. These programs may or may not be coordinated, and if they have a coordinator he may be more or less effective (in a good many cases he is just a figure head.)

Then we have places where there is an even less desirable situation, where in some states they have decided that Institution X is going to handle Trade and Industrial teacher education, and Institution Y is going to handle Home Economics teacher education, etc.

And of course there are some states that don't have the full range of vocational-technical education, even considering the state as a whole.

There is also a very wide variation in teacher qualifications and in recruiting practices, both across state boundaries and across occupational fields within the states. The qualifications for becoming a Trades Industries teacher in Massachusetts are vastly different from those in Indiana. And within Indiana the requirements for becoming a teacher of Agriculture are vastly different from those required to become a teacher of Distributive Education. There is also a wide variation in goals and in the competencies that we are trying to develop through our teacher education programs. And as has been pointed out very well by John Beaumont, there has been remarkable little communication across traditional subject matter lines. Indeed, there is virtually no program of vocational-technical teacher education in this country. There are places that are doing a little bit here and a little bit there in uncoordinated fashion. But we turn out virtually no vocational-technical teacher educators, and virtually no vocational-technical teachers. And what really gets to you is to see faculty and students alike, merely talking to their counterparts and acting as if the rest of vocational-technical education doesn't exist. Those of us who try to hire vocational-technical teacher educators just can't find them. At least what we do is to hire the best T & I teacher educator we can find or the best Business teacher educator that we can find and then we try to develop them ourselves through a type of post-doctoral program. They are professors but we hope they keep on learning.

Now along about this point, when I am talking about vocational teacher education, somebody usually jumps up and says, "What you are trying to do is to ruin our field." And I disagree of course. They say, "What you are trying to do is to prepare people who are vocational-technical teachers or teacher educators, but who when they are prepared, can't do anything." And of course I disagree again. What I think we need are people who do have something to teach, either in the high school or in higher education, and who know why they are teaching it. And know how what they are teaching pertains to all of vocational and technical education and how that in turn pertains to all of education. I assure you that I am not advocating the preparation of people who can't do anything. I repeat that I want them not only to be able to teach their subject but to know why they are teaching it. As a means of getting at this goal that I am talking about, what I advocate is teacher specialization tied together with a common core of course content and other experiences which makes them, in addition to being good teachers, also makes them vo-tech educators and educators, period.

Now to go back to my original thread, (remember I interrupted myself to answer that guy who I expected to jump up.) I don't know whether any of you folks read Mad Magazine or not but it is some of my favorite reading. My oldest daughter has given it to me every Christmas for years. They have a lovely line in Mad Magazine which goes like this: "The paranoids are after me." And if I were a little bit paranoid, I would suspect that somebody didn't want any vocational teacher education.

Consider these four facts. If I am wrong on the facts, please correct me. Only in vo-tech must college teachers of a subject be approved by the state. Second, vo-tech is the only field which is obviously related to keeping ahead of the Russians, which was not included in the NDEA. Third, vo-tech is the only field whose professional organization suggests that all fellowship and scholarship recipients in vo-tech education should be selected by a state department. And fourth, only vo-tech has a sizable program of federal assistance to state and local educational agencies, without having at the same time a parallel program of scholarships, fellowships and internships to prepare the personnel to enable this program to succeed. If I am wrong on any of those four facts, let me know.

Now as I say, if I were a little bit paranoid, I would think that somebody didn't want any teacher education in vo-tech. But I am not paranoid, or at least I don't think I am. Not very paranoid. So I think maybe there are some reasons for the existance of this state of affairs. And the first reason that I would like to point to is nostalgia on the part of State Directors of Vocational Education. Now remember I am saying some untrue things here and there, and I am sure that some of the state directors are not affected by nostalgia, but I am trying to say something to you and not just stand up here and mouth nothings. So I think one of the reasons that we don't have much of a program in teacher education in vo-tech is nostalgia on the part of state directors. And here is what I think the nostalgia is for. You can remember the good old days when a person began in this field as a teacher and then if he was pretty good he moved into the state department as a supervisor. Then if he was pretty good he got a job in the United States Office of Education and gained some valuable experience there. And then if he was pretty good he perhaps moved back to a local situation as a local director, and then if he was pretty good maybe he got to be a State Director of Vocational Education. Then if he was really lucky perhaps he got to hold the job that Leon Minear has the honor to hold now. Now this was the good old days. There was a career progression, a series of experiences which enabled a man to learn on the job; enabled him or her to learn on the job the intricacies of this field. It was a small field. Everybody knew everybody else. You knew what the other guy's strengths and weaknesses were. You met together regularly, sometimes with the U. S. Office paying the bill, and sometimes with somebody else paying it. And it was a very, very comfortable world.

Now I think the state directors have a nostalgia for this little world. But the world is gone. The world has broken down. One reason it has broken down is that local schools pay more than state departments for people of comparable experience. So you just don't have this moving through the chairs in the way that you had it before.

Another change is that now local schools reward college credit. This is great for colleges and universities who offer some worthwhile and some worthless courses, sometimes over the dead bodies of local directors, and sometimes with their active cooperation in building good programs. But any way you look at it the college getting into the act takes away some of the authority of the state director. And of course there are some colleges, many colleges, where we are so blessed concerned about being pure and doing the things that will win the accolades of the people of their College of Arts and Sciences that they are not at all concerned about meeting real needs. State directors get pretty unhappy about that, too, and rightfully so. I think the approval of college instructors in vo-tech was instituted by state departments as a means of assuring quality and if insisting that some of this blessed academic purity did not distort the vo-tech teacher education programs that were set up. They didn't want the colleges to hire people with doctorates who didn't know anything about vo-tech. In practice, however, at least in some states at some times, the state approval of college instructors has stifled innovation; it has kept out sociologists, economists, and other people from the social sciences who had something to say about some of the problems that we need to tackle; and sometimes, I regret to say, it has been used to assure soft college jobs for people who no longer had enough moxie to cut it in the state department. If the college didn't want him around, the state department might say, "We will approve him and only him as a college instructor." The college was stuck.

Now, this leads me to a second reason why we don't have very much going in teacher education in our field. This is what the economist would call "acceleration." Elementary education, and indeed all of general education, is set up in a way that assures that the number of bodies needed from teacher education is closely related to the number of bodies of public school age. If you are planning on the number of teachers for elementary schools, you can figure out how many bodies there are coming through that age bracket, divide that by 20 or 25 or 30, and you accuretely determine how many teachers you need at each grade level. Not so, in vo-tech education. The need for teachers and for teacher educators in vo-tech has tended to go up and down like a yoyo, and it goes up and down because of this principle of acceleration. Here is the way it works: The size of the vo-tech program in the secondary school or in the post-secondary school is determined very largely by the number of job vacancies for which industry is trying to recruit. In 1963 we passed a vocational education act. Basically the reason we passed it was because industry was screaming that they didn't have the skilled personnel that they needed. Passage of that act suddenly increased the size of vo-tech departments all over this country and sharply increased the need for vo-tech teachers. Remember, up till this time we had been going along just with a need for replacement of those vo-tech teachers who resigned, retired, or died. But suddenly here was a marked expansion in the size of the program, so we changed from needing a very few teachers to needing very many teachers.

Just 10 years before 1963, our president, the President of the United States, was saying to Congress, "let's kill all federal aid to vo-tech education, let's kill it dead because we don't need it." And why did he feel we didn't need it? The only reason we didn't need it, in his view, was that we had a lot of people who had gone through training under the G.I. bill and who were available for jobs, for skilled jobs, and industry didn't need any more, so he said, "Let's kill vo-tech education." So, suddenly, in the period '52-'54 we were saying we don't even need annual replacement of vo-tech teachers due to death, retirement, resignation. We could use those teachers who were redundant. To fill in the few vacancies which occurred we didn't need teacher education programs in vo-tech at all. And this is the way it goes.

The classic case that the economist uses to show the principle of acceleration is the machine tool industry, but I can assure you that in vo-tech teacher education exactly the same thing holds and we go from boom to bust to boom to bust. Now if you were a State Director, if you were a cautious Dean of Education or a cautious Dean of Agriculture, or if you were any other administrator who was concerned with the preparation of teachers for vo-tech, why would you get all excited about suddenly gearing up to meet a need, when for all you know in 10 years time or less, the need may have evaporated, and you may be stuck with a bunch of vo-tech teachers and vo-tech teacher educators who can't do much of anything outside their field of specialization. I think this is the second reason we haven't done much with teacher education in vo-tech.

Now one of these days, and I hope the time is now (certainly the Vocational Education Act of 1963 says the time is now), I hope we get away from gearing the size of our vocational and technical program to the number of job vacancies that exist in the market. Instead we must start gearing it to the number of kids who are coming through our educational institutions. We must gear vocational and technical education to the number of people who need training, and not to the number of people that industry happens to need at the particular moment. The Vocational Education Act of 1963 says, "let's serve people." If we can swing this change, then we can put teacher education for vo-tech on a more rational basis because the kids are going to keep coming and you plan in advance on how many kids are coming. Then your problem gets to be the relatively simple one of deciding what kinds of teachers you need to prepare to meet the needs of students. This is far better and far easier than having to decide not only how many of each kind of teacher but also how many in total, and maybe coming up against a situation where you don't need a single new vo-tech teacher for the next 5 years.

I don't know whether you worry about this sort of thing the way I worry about it. I don't like to see people finishing up at our institution and going out and not being able to get a good job. I want them to get good jobs because I think they are well prepared. Let's hope, then, that we are at the point where vo-tech education and a supply and demand for vo-tech teachers, and hence supply and demand for vo-tech educators, will be geared to the needs of kids rather than to the fluctuating needs of employers.

Now that we are talking about the market for vo-tech teachers, lets take a close look at it. For what labor market are we preparing teachers? In the duplicated material you received today you have a couple of sheets that list the number of vo-tech teachers for 1964-66, and projections for '67, '68, '69, '70, and '75. Listed on another page are actual numbers of people hired by state departments and by local educational agencies to do administrative work and to handle what the Vocational Education Act of 1963 calls ancillary services (counselors, researchers, curriculum developers, etc.). This is a very interesting document, and one that gives us some idea of where our national planning is going. I think there are two assumptions behind this document and that both of them are wrong. And yet I commend this document to you for thorough study. It is to my knowledge the first attempt of its type and whoever attempted it ought to be congratulated and commended because it is only through preparation of studies of this sort that we get nearer to the truth.

The first assumption behind this document which I think is wrong is that teacher education programs will need to consider only developments in federally reimbursed programs under the Vocational Education Act of 1963. What about teachers for skill centers, for the Job Corps, for Manpower Development and Training Act programs, for training programs within industry, Opportunities Industrialization Centers, OEO occupational programs? What about these? Look at where teachers go when they get some kind of teacher education, whether it is through an insitution or whether it is through on-the-job training acquired after the guy has been picked off a job and thrown into an MDTA program. If you look at teacher mobility, and particularly if you look at the mobility of administrators, you will find that these people move right around the whole occupational and practical arts field. We simply cannot consider demands for vo-tech teachers without looking at this entire labor market situation. And we can't consider supply without looking at this entire labor market pool.

The second faulty assumption behind this planning document is that all classes of state employees are going to increase at a rate of 5% a year and all classes of local employees are going to increase at a rate of 7% a year. It may be a pretty good first approximation, but look at the document further and you will find that state-employed researchers went up 200% in one year. Why only 5% thereafter? Teacher trainers employed by institutions went up 40% in one year. Why only 5% a year thereafter? Local curriculum specialists actually went down between '65 and '66, while state curriculum specialists went up during that same period by some 40% and yet the assumption is that the local curriculum specialists are going to go up at 7% and the state curriculum specialists up 5%. I think this is just backwards. My guess on curriculum development is that it is going to be more and more a state, a regional, and a national business rather than a local business. From 1965 to 1966 local work-study personnel went up sharply, 3 years later it has disappeared on the projection. It is going to disappear. Rather, the authorization for work-study programs runs out in three years and the middle-headed planners think that if it isn't assisted by Voc. Ed. Act of 1963, it doesn't exist.

A couple of times today you have heard mention of coordinators of part time cooperative programs or cooperative work-experience programs. It is my contention that this is the best vocational program that we have on the books. The coordinators of such programs are not listed in this breakdown. I imagine that they are buried in with the teachers. And yet it takes a rather different type of preparation for them than it does for certain other types of teachers.

This leads me then to a further step beyond this extremely worthwhile first step in looking at our needs in teacher education. This is a need for disaggregation. That is another good term that the economists use, and its one with which you ought to familiarize yourself. Disaggregation just means to break your analysis down into smaller, and usually more meaningful pieces.

I get amused occasionally at the Labor Department, which is loaded with economists. There were three recent labor department publications, which convey exactly the same message, "the teacher shortage is over." This was immediately followed by Congress passing the Education Professions Development Act which has as its basic assumption that the quantity and quality of teachers in this country is a long way from being satisfactory. As soon as the EPDA was passed the Labor Department said no more about the surplus of teachers. But my basic point is that labor arrived at this astonishing prediction on the basis of inadequate disaggregation. What they did was to add together the surpluses of English teachers and History teachers (note in passing that those are the two fields Mr. Woods referred to as being the most prolific writers of proposals for EPDA and under NDEA which preceded it) - they added together the surplus of English teachers and History teachers and Men's Physical Education teachers, and Speech teachers - they added those surpluses together with the shortages in elementary education and in vo-tech education. After they added them all up, they said "we need X number of teachers and will soon have a few more than that, so the teacher shortage is over." Now you try to convince a superintendent of schools or a president of a junior college, or dean of a university college that the teacher shortage is over and he will tell you that you are crazy. It is over in some fields, but in others there are critical shortages.

What are the shortage fields in vo-tech? Here again you fall into a trap if you don't have disaggregation. Anybody who trys to hire teachers knows that there are some fields that are in much shorter supply than others. And we do not have this information for vo-tech. We must have it if we are going to have adequate planning.

Now let me turn to what I suppose I was supposed to talk about to begin with, and that is how do you organize to get good teacher education in vo-tech. I'm no authority on administration. I'm one of these unprepared deans. But I have some kind of intuitive feeling that organization ought to have some relationship to function. And function ought to be tied in some way or other to the philosophy of what it is that you are trying to do. So organization ought to be determined by your goals.

I described earlier some of the hodge-podge of organizations we have in vo-tech teacher education at the moment. Remember that some universities are not training vo-tech teachers at all in certain fields. Other universities have vo-tech carved up into 5, 6, or more different chunks and assigned to different colleges with or without an attempt at coordination. And then there are a few places where they try (and it is like pulling teeth) to get all of these people to work together even though they have had a long history of not working together.

And when we are looking at organization, we can't look just at higher education, we must look at the local institutions which employ teachers because they have responsibilities for teacher education, too. I have a very simple division of labor to suggest: in higher education we should assume primary responsibilities for pre-service education in vo-tech and assist other people with in-service education, and local districts should assume primary responsibility for in-service education, and help higher education with pre-service education. Over all, the state as a fiscal and planning agency should take responsibility for determining that there are adequate provisions for pre-service and in-service education. And, the state should also assume responsibility for insuring that desirable innovations have occurred.

(Incidently, whenever you are talking about "innovation", would you please put desirable in front of it? If there is one thing which has bothered me about our field and all of teacher education for the last 10 years, it is the blatant assumption that innovation is good. Some of it is good. Some of it is far worse than what we had. So lets push for desirable innovation.)

Thirdly, I think the state as our fiscal and planning agent has to reserve the right to step into teacher education when others fail. But only if others fail.

What is the role of the federal government in this? It is a fiscal and planning agency just as the state is. And the best I can do is to say that the state and the federal government have exactly the same responsibilities. It appears that the federal government can tax some wealth that the state can't, but the state can tax some things that the federal government can't. I surely hope that the federal government will step in to arrange for the preparation of teachers if it finds that this is not being done adequately in a state.

Within higher education what kind of goals and organization should we have? Right now we are acting as if teacher education ought to be tied to subject matter, that is, Agricultural Education ought to be in Agriculture, Business Education ought to be in the College of Business, and so on. This has two big flaws to it. First, it perpetuates the fragmentation of vo-tech which almost everybody now agrees is undesirable. Secondly, by and large these other colleges are not concerned with vo-tech. Now I must immediately stop and say I am reasonably sure that the majority of colleges of agriculture are vitally interested in agricultural education. But many of them are interested in it for the wrong reason. They are interested in it as a source of supply of freshman college students for their College of Agriculture. But regardless of the reason, most colleges of agriculture are interested in agricultural education. But most other colleges are not. Try talking to a dean of college of engineering about engineering technology and see how interested he is. There is an association of colleges of business administration and commerce which has a beautiful report that is accepted as gospel by that entire field. This report says for goodness sakes get out of the business of preparing business educators and distributive educators.

Here is where I insert my bias. I think the best solution is to tie all of these programs of vo-tech teacher education into one department and to put this in the College of Education. Remember, I want to put them together in one department to decrease the fragmentation and to remind us that we have a coherent field. But I would like to see this department put in the College of Education to remind us that vo-tech education is a part of education, and that it is not a part of something else. If we have one big danger facing us in American education it is the establishment of a separate system of vocational education parallel to public education. And if that occurs, over my dead body, it will have occurred because education didn't think enough of vo-tech education to fight for it and vo-tech education did not recognize that it was rooted in general education and had to be tied to general education to succeed as vocational education. If we fail to understand this mutual dependance, then and only then will we get a parallel system of public education in this country. Take a look at what has happened in some other countries and you will see the dangers involved here.

I could go on at great length about the desirability of tieing together all of vo-tech education, and relating it to all of education. Some of you might want to take a look at an article I wrote recently for the Journal of Industrial Teacher Education in which they asked me to comment on the desirability of tieing together Industrial Arts and Trade and Industrial Education in the same department. As you can guess from my biases, I said for goodness sakes put them together in the same department, indeed, put them together in a department of vocational-technical and practical arts education. And I say this for exactly the reasons that I have stated earlier.

We have a number of universities that have set up colleges of applied technology. I have no objection to having the department of vo-tech education in that college if, but only if, it maintains full ties to the college of education so we don't end up with a separate parallel system of education within the erstwhile teacher colleges that have now set up this organization.

If we had more time I would talk in detail about the activities in which I think the vo-tech department ought to engage. Certainly it has to engage in campus instruction. I would hope that it would follow-up all of its graduates for at least a year to make sure that they are succeeding. I hope it would be heavily involved in off-campus instruction, assisting state departments and local agencies with in-service development of full time and part time teachers, and, incidently, coverting part time teachers into full time teachers, because I think it is one of our best sources of recruitment. Certainly they would have to be engaged in research and dissemination designed to serve their profession. And engaged in service, not as something separate but as an emphasis both in instruction and research.

I must say a word or two about structure in the Federal Government. We now have some 18 uncoordinated federal agencies involved in various types of vo-tech education. We must come to a cabinet level Department of Education and Human Development, call it what you will, which ties together all of education and all of job training and manpower development. Now, even when you confine your view to the United State Office of Education, you see some unbelievable fragmentation. You know that research for vo-tech is in the Bureau of Research. It looks as if teacher education for vo-tech is going to be placed in the Bureau of Adult, Vocational, Library and Miscellaneous services. I am not sure of the exact title, but that is approximately correct. And there is still a fourth head to this vo-tech organizational monster. The USOE is so far down the ladder in Health, Education and Welfare that they have problems in communicating outside of that department. You know that in Washington, Secretaries talk only to Secretaries, and Assistant Secretaries talk only to Assistant Secretaries. In order to communicate out of HEW with the high level boy in labor, you have to set up some nebulous group at a high level within HEW. Unfortunately, the people who are qualified to serve at that glorified level don't have the faintest idea of what our goals are. So they sell us down the river every so often. So you have a least a 4-headed beast just within USOE.

What I have been saying to you is that we must have some changes in vo-tech teacher education. The first big change is to recognize that teacher education is needed in vo-tech instead of our continuing to be the field which, on four counts, is behind the rest of teacher education. Secondly, we have to develop a common core of general education and professional education courses for all vocational-technical teachers and teacher educators. And perhaps we can develop a common core of general education and professional education for all teachers and teacher educators including vo-tech people. Third, there is a strong need to establish a common department of vo-tech and practical arts education which I would prefer to see in the College of Education. Fourth, higher education must establish patterns of cooperation in teacher education with the Federal Government, and with the state department, local schools and with other agencies of higher education, at least within their own state. Fifth, if your institution wants to cover only a part of vo-tech or is able, for historical reasons, to cover only a part of vo-tech, then you had better prepare yourself to spend a great deal of money per person trained in order to provide a full picture of the vocational and technical field, or you had better get out of the business. And frankly, I don't know whether you can do it even if you spend an enormous amount of money, because you lose the opportunity of conversation among staff members and students who are concerned and should be concerned with the whole field of vocational and technical education. Those are strong words, but I mean every one of them.

The Federal Government needs some changes in organization. First is the need for the cabinet level Department of Education and Human Development. Secondly, the USOE needs reorganization. (Don't blame me for the next shadeup, because you reorganize every three months anyway.) Surely the USOE ought to make up its mind whether it is going to be organized on the basis of having all teacher education together, all research together, etc. and follow that pattern or organization, or start putting all vo-tech together, all special education, etc. together. Third, we must have adequate provision for social bookkeeping for all teacher education. What is the status of the field? What is the supply situation? What is the demand situation? What are the projections? We are doing a miserable job of this. The U.S. Office is now further behind on what little social bookkeeping they are doing than they were in the pre-computer days. And they were way behind even then. Fourth, we must figure out some way adequately to fund the Division of Vocational and Technical Education in the U.S. Office, to provide leadership to states, universities, and big cities. Right now they have lots of responsibilities, but they don't have the money or the manpower to carry them out. And fifth, we must follow the lead of Canada, in the provision of adequate fellowships, scholarships, internships, and exchange programs which will enable us to train the people that are needed to keep this field alive. Right now they are being drained off into that other part of the labor market I was talking to you about, the part of the labor market that we do not even admit exists.

In conclusion, three general comments: Wouldn't it be a good idea to have a teacher education council in each state with representation from local districts, from state departments, and from schools that are preparing vo-tech teachers? Maybe it ought to be a general teacher education council, but at least we ought to have a council that looks at teacher education for vo-tech. Secondly, thank goodness we finally have a division of teacher education within the American Vocational Association. This is a tremendous step forward. Third, and last, there are a good many deans of education here. Sometime, why don't we try at an AACTE meeting to talk about vo-tech teacher education?

It has been a pleasure to talk with you. I hope I have given you something to think about and talk about. I apologize if I have stepped on your toes, but I had to do that or stand up here and say nothing. Let us hope bruised toes are better than boredom.

CAREER EDUCATION--KEY TO OUR SURVIVAL AS A FREE PEOPLE

Roman C. Pucinski

Ladies and Gentlemen, I am especially proud to be addressing a group of college deans concerned with the training of vocational teachers. My pride and enthusiasm are multiplied by the fact that the National Teacher of the Year for 1968 comes from Illinois. Mr. David E. Graf, a teacher of vocational education and industrial arts at Sandwich Community High School of Sandwich, Illinois was so honored. And in the process he brought glory to both your professional field and my home State.

One of Mr. Graf's special projects is The Open Door, a sheltered workshop for mentally handicapped young adults. At Sandwich High School, Mr. Graf was instrumental in starting the diversified occupations program, which provides training and work experience for students still in school. On his classroom blackboard is a motto: "He who has a trade has an estate."

I speak to you today fresh from two very vivid experiences in Washington. First, the Poor People's March, which was held in our nation's capitol Wednesday. Next, the executive markup sessions on vocational education legislation, which are being held by the General Subcommittee on Education, of which I am Chairman.

Why do I lump these two items together? At least in my mind. Because the very legislation which I am working so hard to pass in Congress is precisely what this nation needs. What it needs to insure that we will never have to witness another Poor People's March in the future.

Because one of the root causes of that march is simply this: our nation's educational system has failed the very people who are camped in Resurrection City and who spoke to our nation last Wednesday. It has provided them with no marketable skill. Nothing with which to provide them a decent living wage. No sound notions of how to go about looking for a job. Dressing for a job. Acting on the job. Or holding a job.

Remarks of Congressman Roman C. Pucinski (D.-Ill.) Prepared for delivery at the National Seminar for Selected College Deans Center for Continuing Education, University of Nebraska, Lincoln, Nebraska, Monday, June 24, 1968

Unemployment is always a tragedy because it is a waste of human resources.

But youth unemployment is a national tragedy.

Twelve per cent of our nation's teenagers -- and 27 per cent of Negro teenagers in our urban slums are going jobless. This at a time when we are enjoying our eighth consecutive year of prosperity and a new high in total employment for this nation.

Ninety-six point five per cent (96.5%) of our total work force is actually working today. In order to deal with the problem of unemployment among young people, we passed in 1963 the Vocational Education Act.

Now, five years later, the results lood good--at least on paper.

Almost $2 billion has gone to the States for vocational and technical education. The federal contribution has jumped since 1963 from 16 to 26 per cent of total expenditures for vocational education.

And we have multiplied high school enrollments in vocational education by 42 per cent.

Why then not congratulate ourselves? Why not boast of our achievements? And assume a job well done?

--Because students with special needs--the ones with the greatest unemployment--have been forgotten, fully one-third of our local school districts have no program at all for these hard core, youthful unemployed.

--Because only a quarter of our high school students take vocational education. Just 3 million of a total 12 million students receive career education, even though 80 per cent of them will never receive a college diploma.

--Because technical fields are crying for manpower. But only 4 per cent of vocational students are training for them.

--Because only 2 per cent of vocational students participate in cooperative work-experience programs, when on-the-job immersion on a much larger scale is essential to their development.

--Because 50 to 60 per cent of the high school graduates who go job hunting immediately following commencement are ill-prepared for work.

--Because most graduates of high school trades and industrial programs don't take jobs in those fields, according to a study by the American Institute for Research.

Let's take a State like California--with an impressive educational program, a reputation for quality and excellence in education.

In 1963--before the new vocational education act--California had 629,000 students enrolled in vocational programs. Four years later, with the help of more federal money and legislation, enrollments had soared to 947,000. Sounds like a success story.

But it's not good enough. At least, according to the California State Committee on Public Instruction, because California will have to import at least 5 million additional technicians and skilled workers before the end of the 1970's according to this study.

Something clearly is wrong.

As architects of the 1963 legislation, we thought we had diagnosed the ills, and prescribed the proper remedies. Instead, we find the job still undone, still lying before us. The unfulfilled promise of vocational training for all--and jobs for all our youth--is now our challenge.

The time for commitment is now. The time for rededication is here. We can no longer afford to fail these young people.

Let's take a look at the need for vocational teachers--a subject of particular concern of those of you gathered here today. In 1969 vocational-technical education will need a total of 165,700 full-time and part-time teachers. By 1970, that figure will be 180,000. In 1969, the estimated federal dollars needed for pre-service, in-service internship and fellowship teacher training will be $27,280,000. By 1970 that figure will be over $29 million.

But I know that your interests are broader than the mere training of personnel, for I am certain that your concerns encompass the whole range of problems that your future teachers will encounter in the field. Therefore, I want to address you in the total context of American education, and the place that vocational education should have - and must have - in the big picture.

Schools call themselves comprehensive, but they operate a subtle system of subversion--a shutout system that destroys the majority of our youth--that tells them they are failures because they can't go on to college--that reroutes them to the so-called general curriculum, in reality the school's excuse for a second-rate education.

Dr. Ruppert N. Evans, Dean of the College of Education at the University of Illinois, has this to say about the situation:

> "The general curriculum has no goals. It takes the uncommitted and the rejects from other curricula and gives them watered down curricula in the mistaken belief that its students cannot learn.
>
> "They can learn.
>
> "But many of them just don't want to learn what the school teaches them."

In the language of the professionals, education exists to serve individual needs, individual interests, individual differences--the "whole child."

But such an institution would be difficult to find.

In practice, most schools exist to serve the academically talented, the college-bound. And the others are treated as leftovers, merely tolerated until graduation. Then the fortunate few go off to higher education and the majority faces the hostile corporate world--frightened, unprepared.

As Peter Schrag has written in the Saturday Review: "The school is now the great selective mechanism in American life. It certifies those who are acceptable for entrance into the mainstream, and it selects out those who it deems, for educational or social reasons, to be unfit. Our historical alternatives to formal education--the farm, the shop, the open economy of unskilled jobs--are all gone."

Of course, some students don't ever graduate. They drop out in frustration. The Illinois State Advisory Council on Vocational Education surveyed 80,000 dropouts and the overwhelming majority said they left school for a good reason. They found it to be disjointed from the real world--the working world they wanted to be part of.

Comprehensive education is supposed to mean amalgamation, a blending of several diverse themes. Nevertheless, vocational education is treated as an appendage.

School personnel conceptualize it in the most constricted, specialized terms. Vocational educational has substituted sheer job-skill training for genuine career development. Yet, there is a vast difference between these two orientations. The first is mere mastery of a specific task--while career development provides a broad set of attitudes and skills for a highly industrialized technological society.

As a result, too often vocational students are of two types: they are either the so-called unmanageables or the unteachables who couldn't succeed in the general curriculum. For both of these categories vocational programs become a dumping ground.

In self-defense, vocational educators erect barriers... entrance requirements like three years of math and science, or a B average. Then a boy or girl can go to the sleek new vocational high school with all the special equipment.

Either way, the vocational program is not serving its purpose. The National Advisory Council on Vocational Education has called some of these shortcomings to our attention.

Its 1968 report says:

> "The Vocational Education Act of 1963 introduced two new basic purposes into the nation's vocational education system: First, vocational education was to serve the occupational needs of all people in the community through unified programs. Secondly, a new group was to be served; the persons who could not succeed in a regular vocational program because of educational, socio-economic, and other obstacles. There is little evidence that either of these purposes has been accomplished so far."

Where do we start? How do we begin correcting these shortcomings?

I believe my bill, H.R. 16460, to amend the Vocational Education Act of 1963, will put us on the right course. I want to describe it to you. But first, let me make some substantive suggestions regarding the design of vocational education programs.

We have to begin by making a commitment to the "zero-reject" concept, to borrow a phrase from Dr. Leon Lessenger, Superintendent of San Mateo, California, Unified High School District.

The comprehensive high school has to deliver on its promise. It has to become a truly unified environment--a place to build a school community, with all students as full-fledged benefactors. Each evaluated on his own merits, not in competition with others. Each able to find a job, one in which he can feel pride and move up the ladder of promotion.

I suggest we begin with a radical notion, at least to the establishment educators. Let's sweep away the existing curriculum, the academic, the general, the separate vocational stream.

Then let's start building again, this time on the assumption that all youngsters will eventually work--that some day they all will be seeking jobs--and that the world of work should be at the heart of all other learning.

Let's bring up our children from the first grade with positive motivation towards work--realistic pictures of a great many jobs--faith in themselves to succeed at work--fully skilled in literacy, reading, math, expression--excited about learning--and equipped with the intellectual skill to weigh evidence and make judgments. Let's develop an intellectual curiosity in our youth which will make them hungry for knowledge.

Most important, let's develop self-awareness in our youngsters, self-understanding of their own abilities, aptitudes, and potential. This means introduction of guidance and counseling much earlier than at present, probably in the elementary grades.

More than that, it means all educators have to be conversant with the world of work, because no matter how theoretical the material, they will be constrained to relate it - in a practical way - to work.

As John Dewey once said:

> "The problem of the educator is to engage pupils in these activities in such ways that while manual skill and technical efficiency are gained, and immediate satisfaction found in the work together with preparation for later usefulness, these things shall be subordinated to education. That is, to intellectual results and the forming of a socialized disposition."

We have to intermesh the vocational with the academic, to make pupils flexible and adaptable in a changing world, to be self-reliant, and to comprehend the impact of technology on history, on social process, and on economic growth and change.

Dr. David Bushnell and Dr. Robert Morgan of the U. S. Office of Education are on this wave length. They are developing a notion they call the "organic curriculum," or ES-70--"Education for the Seventies." Using the system analysis techniques developed for the Department of Defense, eventually they will have a model for a comprehensive high school. Although much controversy still surrounds this project, at least it does show some forward movement and new directions.

Hudson, Ohio, has already done away with its general high school curriculum. In its place they have developed a pre-vocational program, with a vocational information course, and all students are using the shop and labs for vocational exploration. In addition, they have put away their English textbooks and traditional materials in favor of stimulating spontaneous oral and written expression.

These sound like promising ideas.

Yet, I am convinced that we have to begin earlier. We have to zero in when pupil attitudes are being formed, because many youngsters become mental and emotional drop-outs long before they enter high school. By the freshman year, too often it's almost too late to salvage them.

Dr. Leon Minear, who headed a vocational task force of the Education Commission of the States, has made these recommendations:

> "Occupationally oriented education should begin at the age level of the elementary school, including information about occupations which will interest students of that age. And it should continue through full-time school with exploration at the junior high level; basic occupational instruction in the senior high school dealing with occupational clusters, and specific occupational instruction at the upper high school level when appropriate."

I strongly believe these concepts should be explored, and I urge that we move ahead now to test them.

What I see is the need to reconstruct our school setting, to develop a school community rich in all of the tradition, the complexity, and the commitment of the community it serves.

Building a school community is more than writing a new school syllabus. It requires the active involvement of the entire community--the parents, business and industries, older and younger brothers and sisters, whole families--for without their ingenuity and dedication, the idea is dead.

The school's sole purpose is to serve the community. To fulfill that end it should be open more hours a day, six days a week, for everyone to learn together, and work together.

The entire community setting is a natural "learning laboratory." Scattered throughout, we need pupil learning stations, stopping places for students to probe, to explore, to listen, and feel, and most important, to do.

Students should spend part of their time in the regular work force of the community as paid apprentices, or unpaid volunteers, tutors, hospital aides, and junior leaders.

At the same time, business and industry must come to the school, not as occasional visitors, but on a regular daily basis as teachers, counselors, curriculum advisors, consultants on equipment and building design, and inspirational models for future working generations.

A few well-known companies have taken up the cause. They launched creative partnerships with their local schools and today they serve as a vanguard for the rest of the nation.

Chrysler Corporation in Detroit has adopted a predominantly Negro high school. The company provides work experience programs, offers guidance in applying for jobs and training, and has equipped the auto mechanics school.

J. L. Hudson--a large department store in Detroit--operates an anti-dropout program for 500 students. They provide jobs and teach interview techniques and proper attitudes.

The Michigan Bell Telephone Company has undertaken a going venture with the Northern High School in Detroit. They give students evening courses in job hunting techniques; Saturday classes in electricity at the company's plant; switchboard training; and work experience in its co-op program.

General Electric has combined operations with the Cleveland Public Schools. Together, they've produced a "factory school," a three-story air-conditioned warehouse in the ghetto. Worth $5 million, it was donated by GE to train 500 unemployed, inner-city youngsters while they learn. They are taught job skills, along with basic education skills, habits and attitudes, and citizenship. At the end they have a job awaiting them.

A revolutionary school community idea is getting under way in Philadelphia. A new mile-long "school without walls," a truly urban community school, running from City Hall to the Philadelphia Art Museum, a cultural pathway in the midst of the city.

Twenty-four hundred youngsters - city and suburban, public and parochial - will make their daily urban investigations together. They will study art in the art museums; math and science at the Academy of Natural Sciences; civics and government at City Hall; business at the Bell Telephone Company and the Insurance Company of North America; journalism at the Evening Bulletin and Philadelphia Inquirer; English and reading at the public library; physical education at the YMCA.

Most important, the new "parkway school" needs no capital investment. Professional educators will teach, along with specialists from the participating agencies.

In the process, these children will learn more about their city than anyone ever dreamed possible. And none of it from reading textbooks in isolated classrooms.

These are powerful innovations with vast potential for overturning the archaic status quo in American education.

They are the brain children of extraordinary school superindendents, Dr. Norman Drachler of Detroit, Dr. Paul Briggs of Cleveland, Dr. Mark Shedd of Philadelphia -- all courageous individualists who have defied the education establishment and sought out willing partners for change in the community.

They must have read Alfred North Whitehead in The Aims of Education, when he said, "Knowledge does not keep any better than fish . . . somehow or other it must come to the students, as it were, just drawn out of the sea and with the freshness of its immediate importance."

Unfortunately, the rest of education remains in the wings, waiting to be sped into the technological century.

According to the National Advisory Council on Vocational Education, most high school vocational programs are much too limited. A high proportion of students are still being trained in agriculture and too many home economics programs have not caught up with the concept of preparation for the dual role of home-maker/wage earner. Only a small percentage go into the fast-developing service and technical fields, and the number in health fields is relatively insignificant compared to the manpower shortages that exist.

Most trade and industrial programs are unimaginative. They give specialized training in a few skills instead of diversified background in families of occupations.

The programs terminate with high school instead of leading to a broad range of options, including post secondary education in junior colleges, college, technical and vocational training, or work.

The guidance counselors give detailed instructions on choosing a college, applying for admission, or getting scholarships. But almost nothing on choosing a job, approaching an employer, taking IQ and aptitude tests, and absolutely nothing about placing students, or following them up on the job after graduation.

They profess to link students with the working world but they actually provide little, if any, opportunity for on-the-job experience as part of their formal training.

How can we as legislators help vocational education move rapidly toward these goals?

Since late February, the General Subcommittee on Education, of which I am Chairman, has been trying to find out. We have held hearings on vocational education, specifically on H.R. 15066, the administration bill. And in those days and weeks of testimony, we learned of its shortcomings. One witness after another pointed to its pitifully inadequate provisions compared with the vast needs for vocational education.

Then we went to work, compiling their suggestions and those of other experts in the field.

On April 3, I introduced H.R. 16460 to amend the Vocational Education Act of 1963. Joining me as co-sponsors were the following distinguished Members of the House: Mr. Meeds, Mr. Thompson of New Jersey, Mr. Dent, Mr. Holland, Mr. Carey, Mr. Scheuer, Mr. Gibbons, Mr. Farbstein, Mr. Matsunaga, Mr. Price of Illinois, Mr. Van Deerlin, Mr. Annunzio, Mr. Blatnik, Mr. Sisk, Mr. Roman and Mr. Olsen.

I am convinced this bill will accomplish the objectives I have set forth.

Let me review its provisions for you.

Let me begin with the provisions most important to you--those dealing with teacher training. My bill would provide leadership development fellowships, totalling $25 million in 1969 and 1970, and $50 million thereafter. These fellowships would be available to administrators, teachers and researchers for study at institutions of higher education.

I would provide for exchange programs and training institutes--$20 million in 1969, $30 million in 1970, and $40 million thereafter. These funds would be used for exchange programs, institutes, and in-service education for vocational education teachers and administrators.

The bill would increase authorizations under the Vocational Education Act of 1963. It would make available $325 million for 1969, with increases in succeeding years, reaching $600 million in 1972 and beyond. These increases are urgently needed if we are to do the quality job that must be done. The present authorization is a mere $225 million.

Twenty-five per cent of the new money would be reserved for students with special needs--the academically, socially, economically, physically and culturally handicapped--the hard-to-employ.

The old, restrictive categories would be abolished in state matching schemes with federal funds. This will enable the schools to spend monies where they are needed most, in modernizing their present programs, to offer training in the technical areas and health field, and others.

In addition, my bill would encourage states to plan ahead by requiring them to make 5-year plans of their objectives and programs.

Most important of all are the new programs introduced in the bill:

--Cooperative work experience, where students divide their time equally between the classroom and on-the-job training, with academic credit for their job experiences and close cooperation between the school and their business and industry affiliates. Priority in this area is reserved for disadvantaged students.

--Exemplary programs. Funds will be available to develop new types of vocational education, such as pre-vocational orientation at the elementary level.

--Residential vocational education schools. These are badly needed if we are to serve special students from severely damaging environments, those whose family instability or neighborhood or lack of any home at all prevent him from learning in a regular school setting, or for areas with such sparse populations and poor resources that it is not economically feasible for them to provide expensive vocational programs. My bill would provide at least one such residential vocational school for each state.

--Vocational libraries will also be expanded.

At the federal level, vocational education will finally assume its rightful place, for my bill creates a separate Bureau of Vocational Education in the Office of Education, with sufficient funding to support its activities--at this critical period in our nation's employment history, at this historic period in our decision making, with far-reaching implications for the education and well being of our nation's youth. I urge passage of this significant legislation.

A UNESCO study shows that the United States leads all other nations in percentage of 17 year olds enrolled in full-time schooling. Universal education for all children ages 6 to 13 has essentially been achieved.

But the job has only begun. We are about to embark on a mission of greater moral purpose, the preparation of all young people for gainful employment. The time is now. The future of the country is in our hands. We must act immediately to preserve and protect it.

Victor Hugo once said there is no force greater than an idea whose time has come.

I firmly believe the time has come for the idea that every American child should leave school with a marketable skill.

It is my hope, my dream, that every young American can be given an education which besides his basic needs, will help him join the nation's stream of economy as a free man with a marketable skill.

With the help of distinguished scholars like those of you attending this conference, we can help evolve an educational system which will at once give our children the basic education they so desperately need, along with those courses which will give each of them a marketable skill.

Ladies and gentlemen--we shall pass by here but once--what impact, what contribution, what understanding we leave in our wake shall serve mankind for many generations to come.

Good luck in your deliberations!

RECRUITMENT AND SELECTION OF VOCATIONAL-TECHNICAL TEACHERS

Durwin M. Hanson

"The rapid progress true science now makes, occasions my regretting that I was born too soon."

Benjamin Franklin

Living in a technological age we frequently hear reference to changes in education as "revolutionary." Major curriculum projects, collective negotiations movement, upsurge of federal support, instructional technology, teacher exchange programs and attention to research are just a few of the factors included in our current educational revolution. With the changes in our educational system the question before us today is what changes should be considered in recruitment programs, particularly those recruitment techniques affecting the supply of vocational education teachers. I am certain we all share the same concern regarding the recruitment, selection, preparation and continuing education for vocational education personnel or you would not be attending this meeting.

Perhaps before we consider the assigned task for this morning it might be well to review a few facts which may assist in setting the stage. At the Eastern Regional Conference on Education, Training, and Employment (The Research Council of the Great Cities Program for School Improvement, Chicago, Illinois 60625) held in New York City during May 12, 13, 14, 1966, Dr. Seymour L. Wolfbein (Special Assistant to the Secretary of Labor, United States Department of Labor) identified six (6) points that might well serve as fundamental to this seminar. The six points identified by Dr. Wolfbein are as follows:

> "*Item No. 1*, very quickly involves *technological change*. The most stunning thing you can say about this is that in the U.S.A., during the postwar period, productivity has gone up by a steady, persevering, persistent 3% a year. Output man hour as we call it--the amount of goods and services a

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Presentation made to the "National Seminar for College Deans," held June 23-26, 1968, by Durwin Hanson, Professor and Head, Department of Industrial and Technical Education, North Carolina State University, Raleigh, North Carolina.

man hour of work can produce has gone up 3% a year. I'm sure you're all expert enough--you have bank accounts--you know if you put $100 in the bank and get 3% interest the first year you'll have $103. The next year get 3% of $103--this is known as compound interest--and this is to say, ladies and gentlemen, that so far in the postwar period, just as this plodding, persevering 3% a year, productivity in this country has gone up by 80% and in the next 5 years when we finish a quarter of a century after World War II, output per man hour in this country will have doubled. Please note I haven't said anything about automation or cybernetics or numerical control of machine tools and a computerized economy and all the other items that you and I could talk about for the rest of this evening. So please understand that already we have had a real upturn in the amount of goods and services that you and I can get out for every hour of work put in, and if we are on the threshold of additional change of substantial magnitude, and that could very well be, then look at the point from which we're taking off! Imagine a country which very shortly will have doubled its productivity in a quarter of a century.

Item No. 2, I can even be briefer. And this follows from Item No. 1, and that's occupational and industrial change. We are the only country in the world where we actually deploy a majority of workers, not in putting out the goods that we use, but in the services, and in this country we have almost 15,000,000 more wage and salary workers on payrolls teaching, working for the federal government, transporting goods, buying and selling, and doing other services than we have in our entire goods producing sector of the American economy--including agriculture, manufacturing with 18 million people, farming and construction. For those who have a responsibility for what people get educated in, hear this well, because there is nothing in the offering that we can see which is going to change that trend. We crossed that line in 1950 and it hasn't been a race since.

Item No. 3, to tie the package a little tighter, I would entitle educational change and here again one or two figures will be enough. Do you know that 6 out of every 10 people in this country in the age group 5 through 34 are enrolled in school? Do you know that the median educational attainment of the labor force of this country is 12.2 years already? If you take the traditional professional fields like doctor, lawyer, economist and teacher and all the other ones that you and I are familiar with do you know what the median is? 17 in March, 1965!--the equivalent of a Master's degree.

We've had technological change, we've had occupational-industrial change, we've had educational change,--let's take as the 4th one geographic change, since there's a group of cities and states represented here. And again, one or two figures to illustrate what I think is an absolutely stunning development in the U.S.A. One out of every six jobs in the U.S.A. is located in just three states. We have 50; three of them account for one out of every six jobs--California, Texas and Florida. Would you believe this? I don't believe it either--but you look it up my friends, and it didn't used to be that way a short time ago, and the very geography of employment opportunities are changing too. I have said that one out of every six jobs in the U.S.A. is located in just three states. I suppose the important thing is that this is an enormous burst of change in a relatively short period of time.

To go on to the fifth one, I call it job change. It's not surprising that with the technological change, with the occupational-industrial change--with the geographic change and the educational change that you should get in this country today an absolute avalanche--or cornucopia--depending upon where you're sitting, in the pattern of job change in this country. A young man, for example, embarking on his working life today will hold on the average 8 different jobs--some of them may hold one or two--yet others will have many more. It's of some import to look the fact right straight in its eye and if there's ever an underscoring and an emphasis on that word change, which it must be obvious to you I'm using in each one of the titles of the 6, here is a perfect example. And how do we posture ourselves in the educational field to take that into account?

The sixth one is a very interesting one and has to do with, again, something I hope you are familiar with--it's the manpower posture we are going to have to live through the next 10 years.

The best way of illustrating it is as follows: If you take the 15 million increase in the working population that we expect between 1965 and 1975 and you make that figure 100% and you ask yourself who is going to be contributing to that increase, you will find that the age group 14-24 (that's the brand new workers) account for something like 40% of the net increase. There is also a substantial increase in the so-called older worker--men and women 45 years of age and over. But there is one age group where we are actually having a minus--in the middle of the population explosion--the age group 35-45. We are going to have a 7% decline in the number of workers of that age. When you put it in figures--perhaps more dramatic--there will be a million fewer people in the labor force in this country age 35-45 in 1975 than there were in 1965. And, so our manpower posture is like an hourglass: A real big group of people on the young side, a real big group of people on the older side and very narrow waist in between--in fact, to get poetic about it, for the one age group 35-45--the sands are running out. Now how do you manage an economy with that manpower profile? We're all going to be competing--the schools, the colleges, the government institutions, the business people, everybody is going to be wanting them--after all, that's the age group with a little career development already, with a little experience, where you begin to pick up people who have been around for a while and can do a job for you--and you are not going to have very many. This could turn out to be the optimistic part of the manpower picture because this is a tremendous opportunity to really advance the career development of the younger people who are going to have to do it if you want to fill some of these jobs, as well as a great change for fuller utilization of our older workers."

In reviewing the 6 points as outlined by Dr. Wolfbein it is reasonable to assume that the bridge between the multitude of unemployed and underemployed and demand for qualified workers, is education and training. And, in spite of our excellent improvements in instructional technology, the key is the instructor. At this point it might be well to pose the question, where are we going to secure these vocational-technical teachers? The first usual response is that if we raise the pay we could attract more from industry. The second response usually given is the possibility of returning servicemen and/or retired military personnel. The usual laundry list goes on from here.

Rather than expanding the laundry list, it seems to me that we have a responsibility to re-examine and re-analyze our vocational-technical teachers needs. Not necessarily in terms of supply and demand, but in the teacher characteristics and competencies needed today. When someone mentions the decline in farming, migration to the cities, etc., it is too often surmised that we should decrease our efforts in the preparation of agricultural education teachers. Similar comments are made in reference to other vocational areas. Labor statistics indicates a change in the types of employment. The revised edition of the Dictionary of Occupational Titles (1965) listed 21,741 separate occupations of which 6432 jobs were new since the printing of the 1949 edition and 1959 supplement of the DOT. It is also noted that nearly 8000 jobs which were described in the 1959 printing were deleted from the 1965 edition. Obviously, this does not mean that all of the 8000 jobs have been eliminated from the world of work since they might appear under new titles. However, it does serve as an index to our rapidly changing economy of today. In this connection, it is of some interest to note that most of the new occupational designations resulting in the transition from an agrarian to a technological society have not and will not (according to all indications) reside in the "private profit" sector of the economy. This trend has already begun. Of the new jobs created since 1957, less than one-third have been in the "private profit" sector of our economy. Other significant changes such as the following may serve as reminders to re-examine our present teacher education efforts: that decline in self-employment; mobility of workers in terms of geography, occupations; shift from blue-collar jobs in factories to white-collar jobs in service occupations; changes in educational and skill requirements for jobs; rates of increase of women in the labor force.

In examining the changes in the world of work--even the limited changes referred to in this paper--and the characteristics, competencies needed by vocational-technical teachers, it may be that major revisions in teacher preparation are necessary to reflect changes which have and will occur within the field of education. One need only consider implications offered by Computer Assisted Instruction, individualized prescription learning, closed circuit T.V., and a host of operations research techniques such as: queuing theory, linear programming, and PERT (Program Evaluation and Review Techniques) to conclude that certainly our world of work is also changing. Dr. H. M. Hamlin in a manuscript (Project of Committee on Public Information, AVA) "New Designs in Vocational. Technical and Practical Arts Education in the Public Schools," made the following observation:

> "It is widely agreed that a shortage of competent personnel is the chief block to the possible development of vocational and technical education.
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> The colleges and universities, which have been the principal sources of teachers for most vocational fields, have been slow to adapt to a drastically changed situation. Persons from business, industry, and the Armed Forces are being recruited in large numbers, particularly for area schools.
>
> New positions are being created, many of them with administrative and leadership responsibilities. Specialists of many kinds are needed. Researchers are in short supply.
>
> With rapidly growing enrollments in the high schools, the area schools, and the adult programs, there is a persisting shortage of teachers who are qualified occupationally but are also qualified to teach and to associate professionally with their colleagues in educational institutions.
>
> The demand is not only for more teachers but for teachers able to adapt to new concepts of vocational and technical education and to teach in fields in which this type of education has not previously been provided."

In most states, the land-grant universities have been designated by the state agency for vocational education to receive funds for support of approved programs for teacher preparation. The state plan for vocational and technical education serves as the guideline in stating the functions to be performed, standards for training, and qualifications of teachers. Professional proficiency in teaching and occupational competency are generally required of all persons who are issued certificates to teach in vocational and technical education programs where salaries are reimbursed from state and federal vocational funds. In pre-service teacher education programs, as well as recruitment, one of the major problems is the concern for occupational competency.

Traditionally, in trade and industrial education, the pattern has been to offer in-service training to the trade or technical teacher who has entered the vocational education teaching profession. Until recently, few of us have had any sizable enrollment in pre-employment teacher-training programs. Perhaps among the early attempts to encourage individuals from labor to enter the trade and industrial education teaching profession was for colleges and universities to recognize and adopt policies whereby college credit could be granted for trade and/or work experience.

A recent study regarding the granting of college credit for work experience was completed by Mr. Donald Lauda. Lauda[1] in 1964 reported that of 41 institutions, responding to an inquiry on the subject of college credit for work experience, 27 institutions indicated that they had programs with provisions to grant credit for work experience. The amount of credit (total semester or quarter hours) granted, techniques for evaluation, and policies regarding residence requirements, tuition charges (fees), enrollment, and other certifying factors varied among the 41 institutions.

In a further study by Lauda[2] it was reported that of 201 institutions offering programs in industrial education a total of 49 colleges or universities recognized and granted college credit for trade or industrial experience. It would appear reasonable to accept a position that equating industrial employment to accumulated college credit if defensible. However, I suggest that such a program will have considerable more merit if placed on a sliding scale which reflects the desirability of recent employment. That is, the further removed (in time) the applicant is from industrial experience the less the credit.

In addition to the college credit programs for trade experience, a number of colleges or universities initiated programs whereby occupational experience has been provided through a cooperative training program. Again, the approach to certifying teachers under a college or university cooperative work experience--teacher training program varies in the procedures for admitting students, means of evaluating work experience, scheduling of on-the-job activity and class work, amount of credit awarded for work experience and other factors. W. A. Ramp[3] reported on cooperative trade and teacher training approach and the role of the two-year technical institute in preparing teachers for trade and industrial education. In a recent brochure, Eastern Kentucky University announced an associate degree program in Vocational--Industrial and Technical Education. The two-year curriculum combines trade experience with general education and technical education. It is stated in the brochure that, "the primary purpose of this program is to prepare persons, with a minimum of three years of approved trade experience, to teach trade and/or technical subjects." Rutgers University[4] recently announced a cooperative occupational pre-teaching experience program which will include 5000 hours of on-the-job experience.

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[1] Donald P. Lauda, "College Credit for Work Experience" (Unpublished paper presented to the industrial Education Department, Iowa State University of Science and Technology, Ames, Iowa, February, 1964). (Ames, Iowa, Department of Industrial Education, Iowa State University of Science and Technology) (1964).

[2] Donald P. Lauda, "Factors Related to the Granting of College-University Credit for Trade and Industrial Experience in Institutions Offering Industrial Education" (Ames, Iowa, Iowa State University of Science and Technology) (1966).

[3] W. A. Ramp, "Cooperative Trade Teacher Training, Trade and Industrial Teacher Training," American Vocational Journal 37:30 (March 1962).

In 1966 the University of Tennessee in cooperation with Oak Ridge Associated Universities and the Oak Ridge Y-12 Plant initiated an in-service Vocational-Technical Training Institute. The two-year program was designed to provide instructors and prospective instructors an opportunity to take methodology courses, devote time to the shop and/or laboratory areas assigned to the teachers and to take related courses in theory and technology.

An internship program in Vocational-Technical Education at Michigan State University provides another pattern as a means of supplying trained teachers. Included in the qualifications for admission to the internship program are recent successful occupational experience in an area of vocational-technical education, educational background, interest in teaching and other factors concerning maturity and integrity. College credit is allowed for previous occupational and educational experience.

In this brief review of some of the existing patterns of providing training and education for the purpose of meeting the demands for trade and technical teachers, it is interesting to note that work experience remains as an important component of the program. It is also evident that provisions for up-dating instructors is recognized as an integral part of the teacher training program. The list of local, state and national institutes, workshops, clinics, etc. for trade and/or technical teachers is expanded each year. Sponsorship varies from full funding by federal sources to local community or local school support.

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[4] ______________, "Happenings in Industrial Education--Co-op Teacher Training Program for Vo-Ed Initiated at Rutgers," School Shop, Vol. XXVII, No. 1:36-37 (September 1967).

In addition to the aforementioned institutes, workshops, etc., a number of states have policies whereby trade and/or technical instructors may return to industry during the summer months without loss of pay. The program, generally, is planned on a two- or three-year basis so that no more than one-third of the faculty is away from school during a given year or summer. Since this arrangement means that the reduction in faculty places an extra load on those remaining on duty, an alternate method would be to consider the organization of a cooperative industry-school exchange program. Under the exchange program it would not necessarily be limited to summer months. The caution is that such an exchange program must be carefully planned to insure that the industrial experience for the instructor would provide meaningful training and knowledge. The mere return to industry without a planned program may provide no more than a token of the experience desired. Likewise the training of the exchange person from industry must be an important part of the program. The industrial-exchange individual must be oriented to his role in the vocational teaching profession. Care must also be exercised in assuring that the instructor--exchange individual possesses those skills and competencies that present a positive image of the educational institution. This is particularly true during the pilot stages of the exchange program and experience and observation suggests to me that considerable wisdom exists in continuing such an approach.

The organization of statewide regional meetings provides another opportunity for trade and technical teachers to upgrade and up-date themselves. In some cases, the teacher training institution supplies resource individuals to work with the teachers. The planning of regional workshops, etc. in conjunction with the trade and/or technical professional organization or society meetings may provide a means of keeping up to date, not only in the technical knowledge and information, but, also in professional development.

Time does not permit full discussion of other teacher education innovations which influence recruitment and selection of vocational-technical teachers. The following publications from the Center for Vocational and Technical Education, The Ohio State University, Columbus, Ohio may prove helpful:

Warmbrod, J. Robert, Lloyd J. Phipps, Review and Synthesis of Research in Agricultural Education.

Lanham, Frank W., J. M. Trytten, Review and Systhesis of Research in Business and Office Education.

Meyer, Warren E., William B. Logan, Review and Systhesis of Research in Distributive Education.

Chadderdon, Hester, Alyce M. Fanslow, Review and Synthesis of Research in Home Economics Education.

Streicher, Jerry, Review and Synthesis of Research in Industrial Arts Education.

Larson, Milton E., Review and Synthesis of Research in Technical Education.

Tuckman, Bruce W., Carl J. Schaefer, Review and Synthesis of Research in Trade and Industrial Education.

Interim certification is given in cases where a new program requires certification for which no training program has been established. Thus, some teachers may be certified on the basis of short-term retraining programs and in-service education until such time as a pre-service training program can be developed. An example of interim certification comes from North Carolina and its new course in group vocational guidance, Introduction to Vocations. This program got started without fully certified teachers; therefore, interim certificates were issued to these teachers for a period of two years during which a pre-service program was developed to train teachers from that point on. Another point that was mentioned earlier but should be re-emphasized here is that state education department personnel are getting more and more involved in short-term, in-service education programs to help bridge the gap between new and expanded occupational education programs and pre-service programs to train needed personnel.

It is apparent that we have a number of ways to approach the problem of finding qualified teachers or recruiting potential teachers. A few colleges and universities have been successful in recruiting prospective teachers through their graduates. The role of the teacher in recruiting, then, is to discover the potential teacher as early as possible, and let his discovery be known to both the student and to those who should be interested in the further development of the prospective teacher.

Organization of business, industry and education advisory steering committees for recruiting purposes lend support to "partnership" atmosphere. In many cases, industry is ready and willing to assist; education need only ask for assistance and support. This comment is made by many industrialist, business and agricultural leaders, thus, it may be time to present them with the challenge.

At the same time that we concern ourselves with recruiting it may be well to review some reasons why we have problems in recruiting. What is the image of vocational-technical education on our campus? What is the relationship of departments of vocational-technical education and other departments within the college or university? Is there a need to reorganize programs for preparation of vocational-technical teachers? What programs in vocational-technical education could the institution conduct in cooperation with business and industry? Are there departments in your institution which could be involved in a broadly conceived program of occupational education that are not now involved? Assuming expansion of current vocational-technical teacher education programs, where will you go to recruit teacher educators?

To focus in on some of these questions and possible answers, one need only consider one aspect which may be symtomatic of additional ailments. Traditionally, innovations in design and technique have enjoyed a comfortable test period in industry prior to inclusion within the area of concern that becomes the responsibility of teacher training institutions. Thus, we observed the development of various mechanical, electronic, and atomic devices employed in industry in the production and perfection of a consumer product and with a great deal of hesitancy and the expenditure of considerable philosophical conversation we have included, in a very modest sense, some of these devices in the production of teachers for vocational subjects. I cite for your consideration the conditions which exist regarding our acceptance and effective utilization of: radio, closed circuit T.V., filmed projectors, programed instructional materials, and CAI (Computer Assisted Instruction). It is of course, trite to state that we have barely scratched the surface when one considers the potential offered by the intelligent application of a single one of these devices to the problem of training teachers and its affect on enrollments within curricula designed to produce vocational and technical teachers.

It is evident that there is no schema to successful recruitment and selection of personnel for vocational-technical education. It involves the working together of state departmetn personnel having responsibilities in secondary and post-secondary vocational-technical education, teacher certification personnel, industry, business, agriculture, and education. As is the case in several states, this body may serve as the Vocational-Technical Teacher Education Council.

It seems fitting to close by citing a few remarks from MIT President, Julius A. Stratton's commencement address:

"And now, suddenly--almost within your own generation--the whole sweeping line of advance seems to have taken fire. In some strange unforeseen way, we have come to a critical threshold, beyond which the forces of technical progress appear to be self-sustaining. The processes of discovery, invention, and production feed upon each other.... The translation of ideas into action is taking place at an ever-accelerating pace, so that the functional line of demarcation between scientists and engineer has about vanished.... The stupendous revolution of the twentieth century is doing more than adding theories, data, and apparatus to the accumulated store of the past. It has provided an entire new dimension to human affairs and a total change of scale."

INNOVATIVE STRATEGIES FOR IMPLEMENTING CHANGES IN TEACHER EDUCATION

Allen Lee

At the outset, let me say that I am extremely pleased to have a small part in this Seminar because, potentially, the group here represented can identify, develop and implement the answer to our problem. You represent the power and the catalyst to get the job done. You have a great deal of recognized excellence.

It is also quite possible you and the institutions you represent are so hidebound, so fettered with tradition, and so restricted by reluctant staff members who'd rather not change, that the needed effort is doomed to failure. Maybe things must get worse before they get better. Perhaps society will turn to private industry. We note increasing monies which OE is thus investing.

I, for one, am sufficiently naive and optimistic to believe that you (we) as teacher educators can and will be able to respond. I fervently hope so. Before talking about strategies for getting the job done, let me give you this person's perception of the problem.

The Problem

There are reasons for Watts, and Detroit, and Chicago, and the poor peoples' march, and the many other areas of social unrest. There are reasons for student failures, for dropouts, for apathy. There are reasons for the criticisms which became prominently visible about the time of Chase's tirade in Harper's some seven years ago.

My own education and vision were expanded by some first-hand association and observation of the Berkeley incidents. We have all had similar experiences to varying degrees from Berkeley to Columbia. Mostly we have been somewhat removed, and we have not felt personally responsible for the racial problems and "ills" which plague the Nation. Mostly, also, we as individuals have done little if anything directly to attack the problem in a significant and effective manner. These and myriad other facets of these United States today are smoldering and flaming evidences of what may well become a conflagration.

Presentation given by Allen Lee, Teaching Research Division, Monmouth College, Monmouth, Oregon, at the National Seminar for College Deans at the University of Nebraska, Lincoln, Nebraska, June 25, 1968.

Still other facets of the problem are illustrated by the Conant reports such as "The American High School Today" (1959). I also have had the privilege of observing and asking questions in each one of 50 states, and occasion to work briefly last year on a study with John Coster, Rupert Evans, Clodus Smith, and others of you.

Following are a number of statements, some of which may hurt, some of which may be exaggerated, some of which you'll endorse, some of which you'll condemn, but all of which in my belief have a great deal of truth and reality. These will serve to illustrate perceptions of The Problem as brought to our attention nationally.

1. Teachers perhaps more than students are failing and guilty of apathy. Certainly some Deans also!
2. The traditional (1918-1963) Federally-reimbursed vocational education was for some time and in many respects excellent, but became too rigid and too narrow and failed to change rapidly enough to keep pace with the changing times.
3. In many respects state-level administration (reflected in local programs) was characterized by much excellence, but there were notable exceptions.
4. In general, the United States has not had comprehensive high schools. These schools have been primarily college-preparatory in their emphases; however, this is not entirely negative for vocational education, since much of that which is needed for the college-prep student is also needed by the vocational or occupational education student.
5. The circumstances outlined in item 4 above have, however, resulted in a lack of palatability for many students thus precipitating apathy and dropouts.
6. The nature of curriculum needs has changed much more rapidly than have the curricula and course content.
7. The curriculum pendulum is swinging (toward more attention to the needs of those 8 out of 10 students who will not earn a 4-year college degree). We could not stop it if we wanted to (and we don't want to).

8. We are often unable to ascertain which of the 10 students are the 8.

9. The establishment (represented by the formal schools of the United States) is confronted with a great challenge to provide teachers and leaders with qualifications, competencies and philosophies to meet the needs of the new curricula.

10. The crux or determining factor for success of the establishment in meeting the challenge presented by the changing curriculum is the teacher education programs of the country - which currently represent the most deplorably deficient and obsolete aspect of occupational and vocational education.

11. Too frequently, state directors (by choice or pressure) have concerned themselves almost solely with federally-reimbursed programs, which only partially met pertinent state needs.

12. Potentially, state directors of vocational education constitute the determining factors for the nature and quality of vocational teacher training programs - but in actuality more often than not the influence of these state directors is either negligible or non-existant.

13. The consensus of opinion is that if the teacher education establishment does not respond with alacrity and make major improvements and expansions to meet the present challenge of the changing curricula - then society must turn elsewhere.

14. Strong consensus favors an active partnership between the establishment and private corporations - to meet the needs for occupational education. However, if the establishment does not promptly identify and implement strategies for many significant changes, society must of necessity increasingly rely upon the private sector to make diagnoses, provide systems, provide materials, and otherwise fulfill the needs of those eight out of ten students who will not receive a four-year college education.

15. The "Organic Curriculum" or "ES 70" program of OE is an excellent and appropriate umbrella for meeting the needs of those eight out of ten students. It is however, not yet in the detailed form necessary for implementation. It should be refined,

sharpened, adapted to individual state needs and implemented. State needs vary, and many state people (including state directors) must be personally involved in the process of sharpening the focus, refining, detailing, otherwise adapting and implementing the most excellent philosophy and general directions suggested by "ES 70".

16. To date, many oppose ES 70 because they have not been adequately involved. Others are passively resistant because they are uninformed. These include personnel in the Office of Education and in the states.

17. Responsible OE people must in due time (which may be at hand) be sensitive to state thinking, and encourage strategies for systematic involvement of many persons and agencies in the respective states. These include local school (many, large and small) personnel, general education staff in state departments of education, vocational personnel in state agencies, teacher training personnel, and those concerned with evaluation, research and development. Business, industry, lay and professional persons must be involved. If such involvement is not precipitated, ES 70 is doomed to obscurity - and that would be a calamity.

18. We have had in the minds of many, an hierarchy in education. At the pinnacle have been our colleges and universities (here were supposedly concentrated the brains and the leadership talent of our society. Somewhat below the universities were the large city school districts. Far below the large city and other schools (in the hierarchical image) have been the state Departments of Education including (significant to this problem), the state Divisions of Vocational Education. Only one thing was lower than the state education agencies - and that was the county superintendency!

Perhaps the above was to some extent once true, but times have changed more rapidly than our recognition and action. (Is this the core of the problem?) Too often we have looked to the Office of Education for direction and leadership. Too often we have failed to communicate and involve.

The locus of the problem, in my perception, is in the areas of policy, of organization, and of the administration of our education agencies. More sharply pin-pointed, the focal point is in the policies, organization, and administration of our teacher education departments (Schools of Education) throughout the country.

One current but inadequate way to summarize our problem is to comment that we are not "farming half as well as we know how". Perhaps we (the establishment) lack the courage, or haven't the guts or the ability to do the job. Perhaps we cannot move our university professors, our state directors, and others. I think we can.

Needs and Suggestions Regarding Strategies for Improvement

The need is to exert courageous, tactful, strategic and herculean efforts to effect major changes in teacher education, and in turn effect changes in the philosophy of teachers and to expedite changes in curricula in public schools. I believe this course to be the one which affords by far the greatest potential for meeting the great problems which confront our society today.

Let me say that I have no delusions of being a mastermind so far as analyzing the nature of either the problems or the solutions of today. I have had the privilege of working recently with many whom I (and others) consider to be some of the best minds concerned with education today.

These work experiences have time again across the country brought certain pressures and impressions to bear upon my consciousness. These have come through so frequently, so loudly, so clearly, that I cannot avoid them. Primarily, the following comments about the problem and suggested strategies for implementing change for improvement in teacher education represent a synthesis of these impressions.

1. What we need is major surgery in teacher education, not the spasmodic periodic application of band aids.
2. Dave Bushnell and Bob Morgan in the Office of Education have made a gratifying and excellent start in developing and promoting a philosophy of occupational[1] education and curriculum reform under the headings of "The Organic Curriculum" and "ES'70."

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[1] Defined here as that education which is needed by those 8 out of every 10 students who will not get a 4-year college degree.

My hat is off to them for the start they have made. But theirs is only a start and much more needs to be done. State Directors of Vocational Education are not really yet in the act, and they should be. The job will not be accomplished without them. Teacher educators are not really in the act, and they must be. The job cannot be accomplished without a continuing supply of entering teachers who have a philosophy and training not now being supplied.

3. General educators in the state departments of education are not now in the act and they must be. You can bring them. Local school superintendents and other local personnel (lay and professional) in significant numbers are not in the act and they must be. You can bring them in.

4. No matter how good and appropriate the prescription, the states and their education agencies will not buy it or implement it unless they have had a major role in its design. Without solid state support the necessary state and federal funds to implement the needed reform in curriculums may not be forthcoming.

5. Let's face the fact, for example, that state directors of vocational education have in reality exerted only a modicum of influence upon the nature of teacher education.

6. You may have noted our references to "teacher education" rather than "vocational-technical or occupational teacher education." This is an intentional act because the problem is not restricted to what we have called vocational teacher education. The need is to have all teachers of the future imbued with the necessary philosophy of occupational education to meet the needs of the 8 out of 10.

7. May I suggest there is a need for coordinated action of a cross section of people (lay and professional) on a state-by-state basis to design, to adapt, to adopt, to prepare, and to implement ES'70.

8. May I suggest that such coordinated action (which must be on a state-by-state basis) should begin with the development of a sophisticated statement and detail on a philosophy of occupational education (call it the "Organic Curriculum", "ES'70" or what you will) for your respective state?

9. May I suggest that this be followed by the development (again) by the same cross-section of people within the respective states) of an occupational education scope and sequence and a syllabus which could be supplied to each and every public and private teacher training institution within the state, for use (with or without revision) in all teacher training?

10. Let me suggest another piece of strategy which may merit your consideration. And this is far from original. Too often, university professors are in a groove which should now be called a rut. The same is true of personnel in state departments of education, in state divisions of vocational education, and in local schools. How about an intensive program of periodic job exchange? This can, if judiciously planned and conducted, afford great benefits and revitalize people and programs on both ends.

11. How about serious consideration of more frequent and conscientious use of advisory committees by teacher trainers? Too often we fail to practice what we preach.

12. What are the possibilities for more realistic salaries for personnel in state Divisions of Vocational Education? I suggest these people generally have occupied a lower rung (salary-wise and prestige-wise) on our educational ladder. This is not now what we need. You as Deans can influence this discrepancy in a variety of ways if you so choose. Education needs this.

13. Here is a suggestion which may constitute a threat to some. It involves the inside pressures upon many universities today. These are the pressures exerted by students and faculty, both of whom will not be dictated to by Deans or Presidents. How about an objective study to identify institutional policies, organizational and administrative factors which tend to inhibit or to enhance improvement of teacher education or instruction generally? Might not there be value in identifying the perceptions which both administrative and instructional personnel have of the status quo? Might there be value in also identifying the conceptual ideals of what these people think should be? Might they not be more likely then to implement what you as Deans and other leaders would like to see accomplished?

14. Still another item for your cogitation, can we not do more to actively involve current practitioners from the firing lines[1] in the identification and conduct of research? These people are often the decision-makers on what shall be implemented. We have too much piddling, ineffective, unrealistic research done by immature doctoral students who are mostly concerned with getting over the hurdle to achieve their degrees.

15. How about more joint appointments involving local schools, state education agencies and our teacher education institutions? Joint appointments which really function.

16. Reference was made (item 13 above) to "inside" pressures upon our universities. Let me now note the "outside" pressures from the public and most especially legislatures. Across this country are massive efforts by governors and others to increase their control of higher education. These efforts are manifested in a variety of ways. Prominent are those carefully organized branches of governor's offices which are concerned with finance and composed of bright, competent (in some areas) management analysts. They espouse the concept that all state agencies, including those in higher education, can be improved by better management.

One aspect of this move to improve (and control) is now being promoted on a massive scale under the name of PPBS, (Program Planning and Budgeting Systems). Across the Nation many people in high positions in many agencies are pushing PPBS, which is upon us and expanding. We probably can't stop it. It has a great potential, I think, for good. It also has a potential for bad. Most often, it is being promoted and imposed through the efforts of persons whose main strengths are in management analysis, and who do not comprehend the intricasies of education programs. Concurrently, in the picture are people (you) who thoroughly understand education programs, who know little about PPBS, and who often condemn and resist the efforts of the current PPBS'ers. I suggest that for the good of your education programs, it behooves you as educators to embrace PPBS, to mold it, to adapt it, and to adopt it. If you don't, someone else is going to do all these for you. That someone else will be a person who may well know PPBS but not your education programs.

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[1] Public schools, state education agencies, etc.

Summary

Let me now summarize with a few statements. We face some serious problems. A great challenge today confronts our society and Nation. We here are part of these. Education, in my opinion, affords the greatest hope. Teacher education institutions constitute the key to our success, but only if they identify and implement strategies for change and improvement. Practitioners from the firing lines in local schools and various state agencies must influence and cooperate in shaping teacher education. Many persons and agencies must travel abreast.

The answers rest far from alone in the Office of Education, but that Office has a vital role. The efforts and philosophy of the Organic Curriculum (ES'70) are laudable and desirable, and they merit much greater attention and involvement from you, from State Directors, and from the Bureau of Adult, Vocational and Library Education. The philosophy of ES'70 should be adapted and incorporated in the training of teachers generally.

There is urgent need to take an interdisciplinary approach in developing strategies for improvement, and to involve the lay public much more than we have.

The need is not uniquely with vocational-technical teacher education. This must be a concern and involvement of all teacher education. Perhaps the former can and should provide major impetus.

University professors may not be dictated to, but when motivated they constitute a highly significant and valuable force for improvement.

I have pointedly refrained from discussing the technicalities of the Vocational Act of 1963, of ESEA, of EPDA, etc. Others are more competent to do this. I urge you to first identify the needs of the people and programs in your state. Funds for implementing meritorious plans are available. If not, you can make them available. I urge you to develop your ideas first within your state with many persons in several state agencies traveling abreast. Then trek to Washington and confer with the Dave Bushnells, the Duane Nielsens, the Sherrill McMillens, the Otto Leggs, the Leon Minears, the Dick Harbecks, the Glen Boerrigters, and others who are there to serve you.

I firmly believe and support what appears to be the Nationwide manifestation that the curx of our greatest problem rests with education, and within education the focal point is teacher education. If teacher education fails in this current challenge, society will turn even more from the establishment to the private sector, and the costs and results will be less desirable. We do need a more intimate partnership with the private sector.

Certainly it is within your power in teacher education to identify and implement the major strategies needed to do the job. Whether or not this will be done is your decision.

I thank you for the privilege of meeting and reacting with you.

IGNORANCE AND FREEDOM

Duane M. Nielsen

It is both a personal and professional pleasure to participate in this seminar. We are extremely pleased in the Office of Education that we had some small part in making this activity possible. This is one of 20 institutes and seminars focused on vocational and technical education that is being conducted this summer. Lest I forget, may I take a moment to recognize and thank Roy Dillon, Jim Horner, Dean Frolik, Dean Beggs, Wes Meierhenry, Clodus Smith, Ward Sybouts--all of the individuals who have really done an outstanding job in organizing and conducting this conference. You know, it is really encouraging that people as busy as you are have devoted three days to this seminar. That is both a tribute to you and to the conference program.

This seminar has been a challenging task, I am sure, for the people who have organized it. It may be a little like that early resident of this country who, standing on the East Coast, watched the construction of a lighthouse. After several weeks of effort, when the thing was finally up, this wise old Indian commented, "Ugh, horn blows, bell rings, light goes round; but the fog keeps coming in all the same." We have seen several lights here in these three days; we have heard numerous bells and perhaps some horns; but there is still a lot of fog. As I see it, we have taken one very important, very vital, and very rewarding step forward.

When we look at what's going on in this country, when we think of the tremendous responsibility that is being placed upon the youth and adults who are now or will be contributing to its destiny, we realize how important it is that you and your colleagues who are responsible for the preparation of their teachers dare not waste one priceless second of the time you are privileged to spend with them. You are all capable people. The accomplishments of your institutions and graduates testify to the quality of your programs. But are you accepting this challenge with the vision, creativity and tenacity it deserves?

Presentation given by Duane M. Nielsen, Director, Organization and Administration Studies Branch, Division of Comprehensive and Vocational Education Research, Office of Education at the "National Seminar for College Deans," University of Nebraska, Lincoln, Nebraska, June 26, 1968.

Perhaps this illustration is relevant. Many of you have heard of Harry Emerson Fosdick's famous Riverside Church above the Hudson River in New York City. On one occasion the person responsible for posting the bulletin board in front of the church, having received portions of the Sunday service from several sources, had listed the hymn preceding the sermon, "Stand Up, Stand Up for Jesus." And, immediately following, was posted the title of the sermon, "What Are We Standing For?"

What are we "standing for" in the preparation of professional personnel for vocational and technical education? Early in our history, in fact, a little over a century and a half ago, Thomas Jefferson cautioned the people of this Nation "If you expect to remain both ignorant and free, you expect what never has been and never can be." There are two extremely incompatible terms in that quotation--ignorance and freedom. Each of us has opinions as to what freedom means. We feel it, we sense it, we live it, we talk about it, we enjoy it, but how concerned are we about really extending it and preserving it? We think of freedom in terms of national freedoms; in terms of our democratic way of life. We think of the freedoms within our society. We think of individual freedoms--freedom from want, freedom from fear, freedom from oppression, freedom from hunger. But Ladies and Gentlemen, those are awfully shallow terms when depravation, apathy, ignorance, lack of opportunity, lack of personnel and programs geared to the needs of people restrict the realization of those freedoms.

You walk through the Ghettos in our cities today, drive through the hills of Appalachia, read your paper, or listen to the messages coming from our people and you know that there are thousands and thousands of youth and adults in this country who do not have educational programs available to them which are geared to meet their needs, in terms of realistic todays and unborn tomorrows rather than dead yesterdays.

There is no question that the primary domestic issues of our time include education, unemployment, civil rights, crime, housing and related inner-city tensions, and poverty. It is clear, too, that these issues are inter-dependent--no one probelm can be solved without attacking all the others. The common thread running throughout these issues is the needs of people: their need for dignity in work, dignity in equal opportunities to partake of the benefits of our society, dignity in their whole style of life.

One of the keys to the solution of these problems is to adequately educate and prepare our people, both youth and adults, for the demands of employment in our technical society. Vocational education is not simply a program--it is a process for preparing people for earning a living and living a life. And by this we mean all people from all communities and from all ethnic, social, and economic backgrounds.

Our schools are unique public institutions having custody of youth until they are well into their mid-teens. Thus, it seems logical that our schools should be the institutions to help all youngsters understand that education can be meaningful and can lead to career opportunities. On the other hand, our schools must be prepared to justify such promises. Too many of our schools are resigned, if not contented, to be mere custodians of our youngsters. Our society can no longer tolerate resigned, contented or custodial educational institutions. So, we begin to see the magnitude of what we have been thinking about here the last three days for the key to much of this is people. Most of us can identify, somewhere back along the line, a teacher who really turned us on. While visiting with some of you before lunch, I mentioned a teacher I had in a small school here in Nebraska, at Ansley, in Custer County. This teacher was that kind of a person. She made me want to come to class. She made me want to exert every ounce of energy and ability I possessed.

Although I am focusing primarily on the teacher, there are many other professional personnel in vocational and technical education with whom we are concerned. There are administrators, supervisors, teacher educators, curriculum developers, researchers, and others in related industries, agencies, and organizations. Our problems are both quantitative and qualitative in nature. The personnel shortage is obvious but the need for improved pre-service and in-service education programs is equally visible. For example, the full potential of a teacher is never really developed and utilized in a teaching-learning situation without competency in both the "what" and "how" of the process. You can't teach something you don't know any more than you can come back from a place where you haven't been. But neither can you teach if you don't know how to knock the barriers down between you and students -- unless you get them to the point where they would like to put their arms around your shoulder and call you by your first name, but they respect you enough so they won't do it. This occurs when a teacher is willing to reduce himself to the here and now, to those levels where students are found, and then willing to exhibit the creativity and tenacity to effectively transcend the gap between where they are found and where they should and want to be.

We are currently processing a rather exciting proposal through our branch in the Office of Education. The project will, with the cooperation of the Department of Defense, the Teachers Corps, and the Great Cities Research Council select and place returning Vietnam veterans in a career ladder, work-study program in Ghetto schools, perhaps the same areas and schools from which they came. A combination of GI Bill and project support will permit them to pursue a program of half-time employment in the school and half-time enrollment in a cooperating college or university that will lead to certification, or other professional preparation which will keep them in that school--males with a hero image, individuals who can exert leadership, who understand the Ghetto environment and have a career ladder before them. They may start as teachers' aids, but hopefully five, six years from now they may be teachers, counselors, supervisors, or administrators.

There are those in this country who speak of the illness, the sickness, the desperate situation in our society. I say we're not sick; we're just asleep! I know of no other place I would rather live. I know of no other day I would rather be alive. All of us should thank God we have the chance to live and work today in this country as we do--and then exert our influence, our creativity, our leadership positively in knocking the sham and exterior off of these frustrating problems, get at the real core, and do something about it. One of your opportunities to "do something about it" lies in your responsibility for the preparation of vocational education personnel.

There have been a number of things said in this conference so far that have been very meaningful. On opening night Leon Minear stressed the importance of innovation and implementation in preparation of personnel and in program development. John Beaumont followed--too many teachers consider themselves as information sources rather than managers of learning situations. Too many in vocational education have been concerned with moving their specialty rather than with the role their specialty can play in moving vocational education. We should serve age levels rather than grade levels. Russ Wood, talking about EPDA, emphasized and recognized the importance of really doing something in the development of educational personnel--and if appropriations permit, there will be some things done. Rupert Evans--We need to tie traditional vocational teacher specializations together with a common core preparation and experience which will produce something more than ag teachers, home economics teachers, distributive education teachers or T & I teachers. Programs are needed that will produce people who are committed to being vocational teachers and, broader than that, educators. The number of people enrolled in teacher education programs needs to be based on the number of youth and adults needing training out there in the schools rather than the number of employment opportunities. Betty Simpson, in speaking so eloquently for Congressman Pucinski--every child should leave school with a marketable skill. The future of our Nation is in the hands of those of us who are responsible for seeing that this is achieved. Durwin Hansen and his challenging questions regarding the image of vocational-technical education on our campuses, relationship of our departments to other departments, the need to reorganize, the need to cooperate with business and industry. Allen Lee--if the personnel needed for vocational education are to be prepared, you and your colleagues are the ones that are going to have to do it. And then today those stimulating task groups reports and recommendations. But what happens after you leave here this noon is what counts!

Many years ago, a shepherd was herding his father-in-law Jethro's flock on the plans of Midian and up on the slopes of Mount Horeb. Moses, with staff in hand, stood before a bush as it burst into flame. From the burning bush came the voice of the Lord, calling Moses to lead the children of Israel out of Egypt and into the promised land. We are all familiar with his humble reply, that he was not capable, the task was too big, the job was too complicated. From the burning bush came the question, "Moses, what is that in your hand?" Moses held only a staff, a crooked stick, but that staff was made a symbol of purpose and leadership and they got the job done.

What is this responsibility we hold in our hands? What are we going to do with it? There are extraordinary possibilities in ordinary people when they set their sights objectively on what needs to be done, and have the courage and tenacity to go ahead and do it. When you wash your hands tonight, when you put on your watch tomorrow morning, and each day back on the job, ask yourself, "What is the opportunity; what is the responsibility you have in your hands?"

I am not going to take the time to give you the source of these quotations, but I have had a habit over the years of jotting down ideas or statements that have been meaningful to me and I would like to share a few with you that are relevant to teacher education and personnel development:

> Our emotions are the master and our intellect the servant. One of the things wrong with teacher education is that we keep educating the servant and neglecting the master.

> Nothing is easier in America than to attend college, but there is nothing harder than to get educated.
>
> Education is not teaching people what they do not know, but it is teaching them to behave as they do not behave.
>
> The chief purpose of education is to teach people to love the good, the true, the beautiful and to hate the vicious.
>
> The great rewards of civilization go not to those men who are strong of muscle or swift of foot, but to those who advance knowledge and elevate human attitudes.
>
> The trouble with educational leadership in our country today is that the stupid are cock-sure and the intelligent are full of doubt.
>
> Very few men are wise by their own counsel, or learned by their own teaching; for he who was taught only by himself had a fool as his master.
>
> A good education consists in giving to the body and to the soul all the beauty and all the perfection of which they are capable.
>
> The foundation of every country is the education of its youth.
>
> A teacher affects eternity; he can never tell where his influence stops.
>
> We dare not have anything less than our best men and women as teachers.
>
> If there ever was a cause worthy to be upheld by all the toil or sacrifice that the human heart can endure, it is the cause of education.

Statements such as these by the masters of educational philosophy, content and method should guide us in the preparation of vocational education personnel.

Nineteen years ago this fall my wife and I began our teaching careers in vocational programs in the same school system some 70 miles from this city. I apologize for the personal reference but may I share with you a statement I kept in the front of a notebook on my desk - a notebook that I used every day - a statement that reminded me why I was there each day. I have read it several times since. It is 19 years old, but as you listen to it, consider its relevance today to the preparation of educational personnel in general and vocational education personnel in particular. It is titled I am a Vocational Educator - This I Believe:

I believe in America; I dedicate my life to its development and the advancement of its people. I willingly accept responsibility for our great heritage and commit myself to its preservation and improvement. I shall exert all of my God=given talents in constant effort to upgrade the productivity of its vast economic and human resources. I believe that our people are the foundation of our Nation.

I believe in my chosen profession. I hold that I am a member of a privileged group, endowed with the priceless opportunity to mold the minds and character of men and women--to shape the scope and direction of learning. I am a member of that group by choice and not by chance. I have elected this profession and intend to stand tall as I face the challenges it presents. With resolute purpose I shall give primacy to the here-and-now problems of my students and shall attack those problems with enthusiam. I believe in accepting students where they are so that I may better assist them to where they wish to be. I believe that when students have not learned, teachers have not taught. I shall choose wisely the teaching methods that I will use, for I believe the teaching-learning experience should be interesting and pleasant, resulting in retention of the most essential knowledge. I shall display a questing spirit so that I may make sound and efficacious contributions to those proven techniques of the successful teacher. To me, teaching is composed of opportunities to be grasped, not jobs to be done; challenges to be realized, not obligations to be met. I believe teaching is an honorable profession and I will uphold it in the eyes of others. I will work for the advancement of vocational education in my community, State and Nation.

I believe in my own ability to cope successfully with demands which shall be placed on my intellect and energies. I shall face them squarely, analyze them carefully and give first service to those which contribute most to the true objectives of my profession. I shall surround myself with the tools of my trade and develop the ability to use them adeptly. I believe I can effectively assist my students in solving their problems; that I can give them counsel that will help them to live harmoniously in society. I believe I can guide them in the learning process so that they may become proficient in their chosen occupations. I will strive to perfect my own thoughts and actions so that I may set before my students the highest standards of citizenship. I shall continually explore developments in my field so that I may be a better teacher.

I believe in the *rights of others*; the dignity and worth of the individual and the supreme respect due his earnest endeavors. Each person is entitled to seek to serve in his own way. I will not knowingly wrong another; I will defend him as far as honesty will permit. Although I cherish highly my own right to self-expression, I give equal recognition to the same rights of others. I shall be quick to acclaim and slow to declaim. I shall permit my mind to question the proposals of others but I shall not condemn my fellow for deferring from the usual or from differing from my convictions. I believe that progress comes through daring to do differently and I shall grant others the right to that dare.

I believe in *progress through working together*. Together we may accomplish what alone we dare not attempt. I believe it was intended that men should help each other. I contend that every person can make some worthwhile contribution to the task at hand. I recognize that I am a part of a great educational venture and I will apply my efforts in harmony with my co-workers. I believe I may become a more competent individual through sharing in group effort. I believe a man must first learn to follow before he can truly lead.

I believe in *the future*. What yesterday has shown me and what today has taught me prepare me for what tomorrow may hold. I shall profit by the findings of the past, I shall be concerned with the problems of today, but I shall focus my eyes on the future. I believe there are no greater opportunities than those tomorrow will present. I shall greet those opportunities thankful that they exist and confident that I can do my share in converting them into wholesome products. I believe that I do not face the future alone, that I am a part of a great effort for a better tomorrow. I believe there is a guiding hand in this great purpose, a power greater than man. I have faith in that power and therein find a source of strength and courage. Girded with this faith, confident in my ability, humble in spirit, and grateful that I am a teacher, I face tomorrow.

REACTION - DISCUSSION GROUPS

National Seminar For College Deans

Nebraska Center For Continuing Education
University of Nebraska

June 23-26, 1968

Monday morning, June 24, 1968

The purpose of these groups was to enable the listeners to discuss their problems and concerns, as they reacted to Mr. John Beaumont's presentation, and to the Symposium presentations.

The outcome of the 45 minute reaction-discussion was to be a list of problems and concerns expressed by members of the group. The recorder was responsible for completing this list and forwarding it to his group leader, who handed all to Dr. Louis Thompson, leader of Group 1.

These lists were duplicated for use in the afternoon discussion groups.

	Leader	Recorder
1.	Louis Thompson - Iowa	Hazel Anthony - Nebraska
2.	Leland Dean - Michigan	James Bikkie - Nebraska
3.	Gene M. Love - Missouri	Leon Engelbart - Nebraska
4.	Elizabeth Simpson - Illinois	Robert Mason - Nebraska
5.	Leon Minear - U.S.O.E.	C. A. Cromer - Nebraska
6.	Cecil Stanley - Nebraska	Leroy Ortgiesen - Nebraska

Reaction - Discussion Group Concerns

Group 1

1. How can an attitude of respectability for all teacher education be promoted (academic as well as vocational)?

2. Do we need degrees for vocational teachers. Can a new approach be taken - a list of competencies needed rather than credit hours?

3. Can a teacher's job be perceived as a ladder approach. (A differentiated staff - use of student aids, paraprofessionals, etc.)?

4. What can be done about all the rules and regulations of graduate programs, etc. that limit vocational education from advancing adacemically, economically, etc.

Group 2

1. Identification of commonalities involved a base for providing the essentials for the world of work.
    a. What occupational backgrounds should teacher educators have?
    b. What provisions should be made for career development?
        (1) Attitudes -- home, school attitudinal environment conflict models.

2. The administrative organization impacts on the total development of educational training programs.

3. Major problem in education is jobs, not necessarily careers.
    a. Job orientation a primary referent.

4. By definitions (operationally), what is a vocational educator compared/ contrasted with an educator?
    a. What should the vocational educator do?
    b. We are dealing with a political lobbying group with pipelines into Washington.
        (1) Funds caused this identification of vocational groupings.

5. How do we select and prepare the people for vocational-technical education?

6. The rapid shift in the economic and cultural development of the world of work has built in a training lag of occupational obsolescence.

7. MDTA has caused termination of training programs upon the satisfaction of needs.

8. Conflict problem seems evident in the emphasis of specialized vocational-technical education programs and those emphasizing general education.

9. Problem in the rural school offering agriculture and home economics, and calling this vocational education.

10. How can a rural superintendent of schools provide a viable vocational education program?
    a. Size problem.

11. Area vocational-technical education schools are being set up in competition with existing comprehensive schools.

12. We really have not found the answer as to what constitutes a comprehensive school.

13. Problem involved in the development of the resourceful teacher who will utilize Junior achievement or cooperative education systems.

14. What is the role of business and industry in respect to on-the-job-training? Should the role of the schools systems be one of involvement in teaching the commonalities?

Group 3

1. State Administrative Structures
   - a. What is a good one?
   - b. Where do they fit?
   - c. More than one state board?
   - d. State Departments are not integrated in total state education departments.

2. Questions of university training, state certification for accreditation of vocational teachers?

3. Need for blending more vocational education in school administration programs.
   - a. Nebraska project -- use of simulated materials to effect.
     - (1) Information
     - (2) Attitude change

4. Problems of specialists
   - a. Oregon State University -- experimental project

5. Need for unity within vocational education so that legislators can read us.

6. Two issues involved
   - a. In-service or transitional
   - b. Pre-service (undergraduate and graduate)

Group 4

1. Vocational education is to skill orientation.

2. Liberal arts training is not doing the job for all people.

3. Need to restructure an entirely new program -- perhaps obtaining best from vocational education and liberal arts.
    a. Need both liberal arts and some skill training.

4. What is the relationship of vocational education and liberal arts.

5. Technological explosion has exceeded greatly the development of getting along with people.

6. How much occupational education should industry provide?

7. Industry indicates we teach too many skills, not enough human relations.

8. Need increased coordination among vocational education divisions, including state departments, and teacher training institutions.

9. What kinds of teachers do we need to teach vocational education in the future?

Group 5

1. Vocational education has been quite active politically, especially the vocational agriculture teachers.

2. May be inclined to hold to tradition. Should be thinking of across the board concept of vocational education instead of respective sections.

3. Seems to be a strong feeling of defensiveness about who invades areas of responsibility. Most of this feeling is our own making. There is a major fence between reimbursed and non-reimbursed vocational education.

4. State plans provide all latitude necessary for administration of good vocational education. However, individual state guidelines become quite restrictive.

5. Must get local people in on the review of administration of state vocational education programs. Should be stronger activity of Advisory Council.

Monday afternoon, June 24, 1968

The purpose of these groups was to enable the listener to react, interact, and discuss the presentation made by Dr. Rupert Evans. The discussion centered around the presentation, concentrating on factors such as:

1. Were the ideas presented workable in various organizational and operational situations?
2. What were the favorable points raised?
3. What problems or concerns were solved by ideas raised?
4. What new problems or concerns emerged?

The list of problems and concerns developed by the morning discussion groups were available for use. The Task Force Group leaders chaired these reaction - discussion groups.

The outcome of the approximately 45-60 minute discussion was a list of about six questions per group pertaining to the concerns of each discussion group. These questions were handed to Dr. Evans by the group recorder, for a speaker-response period beginning about 4:15 p.m.

	Task Groups Leader	Recorder
I	H. E. Sorenson - Oklahoma	Elizabeth Simpson - Illinois
II	Robert Keller - Minnesota	Robert Worthington - New Jersey
III	William A. Williams - Pa.	Vernon Anderson - Maryland
IV	T. J. Horne - Virginia	Randall Jones - Oklahoma
V	E. C. Merrill - Tennessee	Kenneth Anderson - Kansas

TASK FORCE ORGANIZATION

General Task Force Objectives.

To provide a situation and a setting in which the leadership potential of the group may be demonstrated.

To make it possible for individuals within the group to demonstrate capability in planning, organizing, and presenting an oral report to the entire conference group.

To provide the opportunity for each group to prepare a brief, carefully developed written report to accompany the oral presentation.

To encourage individuals, committees, and sub-group members to utilize the techniques of leadership discussed and demonstrated throughout the conference.

The Task Force Assignment Technique.

The task force assignment technique is an important leadership development device. It provides the opportunity for individuals to reveal and demonstrate leadership ability. Essentials in utilizing the task force idea include:

A main group which meets as a unit for briefing before the task is assigned. It will meet a second time to hear the final report of the several committees.

Two or more sub-groups which have been given assignments of equal complexity. These sub-groups will work independently of each other to introduce the spirit of competition and rivalry.

Several committees formed within the sub-groups to handle specific phases of the assignment and to make oral reports before the main group.

A briefing session of the main group for a general presentation and discussion of the overall plan of operation. During this briefing session announcement is made of the final meeting when the reports of the two or more sub-groups will be given.

An assignment for each sub-group which should provoke thinking, involve research, and otherwise challenge the committees within the sub-groups to work together as a team.

The assignment should be in broad and general terms, and should require a considerable amount of outside preparation. It should also stimulate individual initiative in preparing the oral report, the written report, and the supporting graphic materials.

A situation which requires telling, researching, reading, discussing, evaluating, thinking, planning, and working together to find a solution or series of solutions.

A resource person (or several resource persons) who assists the group in starting on the project, filling in any gaps in the assignment, clarifying major points, and helping the group to clearly understand the situation.

Once the task has been assigned, the resource person functions as a consultant, not as a leader of the group. Because the primary purpose of the task force assignment is to discover and activate leaders within the group, the resource person must not shape the group's thinking, but should be available to help the group begin work on a solution to the situation as expeditiously as possible.

A rehearsal for those who are going to make the oral presentation to the total group. The resource person should work closely with the participants at this point to smooth out any rough spots in the presentation. Graphic aids should be utilized for maximum visualization of the material presented.

Timing should be carefully controlled so that the entire task force report can be presented. Insofar as possible, role playing should be utilized by the task force groups when making their final presentation. Audience participation may also be requested in the final report session.

Working on their own, under the leadership of key individuals elected to these leadership positions, the subgroups prepare a presentation to be given to the total group. The presentation should include utilization of many leadership techniques such as role playing, group discussions, panels, explanation, illustration, and demonstration.

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Task Force Orientation.

To work as a group, participants will need to:

1. Get acquainted with those at your table.
2. Understand the assignment.

The Task Force Leader:

1. Makes sure that everyone in the group knows one another.
2. Gets the group started promptly, budgets the time available, and adjourns on time.
3. Makes certain that responsibility for recording and reporting is established.
4. Sets the pattern for free participation of all members of the group.
5. Helps the group reach agreement on the nature of the assignment.
6. Keeps discussion on the subject by asking clarifying questions, relating the discussion to the topics being considered, and asking next-step questions.
7. Provides the opportunity for everyone to participate and is careful to avoid domination by one of a few of the more vocal members.
8. Calls upon the recorder when necessary to state what seems to him to be a consensus.
9. Obtains approval of the group for the final statements to be reported.
10. Remembers that he is not a teacher or principal speaker but a guide for group thinking.

The Recorder:

1. Feels free to participate as a member of the group.
2. Takes notes of the discussion, useful in making statements of the consensus.
3. Records statements agreed upon by the group. If a minority view is expressed, it should be noted.
4. Makes certain that the table report gets to the person compiling the final report.

NATIONAL SEMINAR FOR COLLEGE DEANS
Nebraska Center for Continuing Education
University of Nebraska

FINAL REPORT OF TASK FORCE

Situation and Problem Area	Specific Problems, Issues or Concerns	Goals and Objectives Examples: "By 1980. . . . " "This we Believe"	Recommendations In Form of Short and/or Long Range Ways and Means Strategies-Steps-Solutions

TASK FORCE ASSIGNMENTS

National Seminar For College Deans

Nebraska Center for Continuing Education
University of Nebraska

June 23-26, 1968

Task Force	Title
I	Administrative Organizations for Effective Development of Professional Personnel in Vocational-Technical Education
II	Administrative Organizations for Effective Development of Professional Personnel in Vocational-Technical Education
III	Programs of Professional Education: Strategies to Meet Common Professional Education Program Goals in Vocational and Technical Education
IV	Techniques for the Effective Selection and Recruitment of Vocational-Technical Education Personnel
V	The Education Professions Development Act and Other Federal Programs and Their Implications for Program Development, Research, and Evaluation

NATIONAL SEMINAR FOR COLLEGE DEANS
Nebraska Center for Continuing Education
University of Nebraska
June 23-26, 1968

TASK FORCE ASSIGNMENTS

I

Leader: H.E. Sorenson, Oklahoma

Recorder: Elizabeth Simpson, Illinois

Resource Persons: John Beaumont, USOE
Herbert A. Smith, Colorado

Members:
Walter K. Beggs, Nebraska
T. Carl Brown, North Carolina
Martell Cushman, North Dakota
Denver Hutson, Arkansas
Earl Knebel, Texas
Donald R. Theophilus, Washington
Louis Thompson, Iowa
A.W. Vandermeer, Pennsylvania
William H. Wiley, South Carolina
Lewis Yoho, Indiana
James T. Horner, Nebraska
Clodus Smith, Maryland

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TASK FORCE ASSIGNMENTS

II

Leader: Robert Keller, Minnesota

Recorder: Robert Worthington, New Jersey

Resource Persons: Rupert Evans, Illinois
Leon Minear, USOE

Members:
Herbert Anderson, Wisconsin
Dale W. Bohmont, Nevada
Fred Cook, Michigan
Leland Dean, Michigan
Mark Delsell, South Dakota
Elvin F. Frolik, Nebraska
James F. Nickerson, Minnesota
Robert S. Wheeler, Georgia
Ivan Willey, Wyoming
Donald E. Wilson, California
Robert Wood, Missouri
James Bikkie, Nebraska
Roy D. Dillon, Nebraska

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TASK FORCE ASSIGNMENTS

III

Leader: William A. Williams, Pennsylvania

Recorder: Vernon Anderson, Maryland

Resource Persons: Duane Nielsen USOE

Members:
James H. Anderson, Mississippi
Gene Atkinson, Texas
Jack E. Blackburn, North Carolina
O.J. Burger, West Virginia
William Danenburg, Florida
Herbert Everett, New York
Thomas R. Gaines, Missouri
Roy M. Hall, Delaware
Wesley Meierhenry, Nebraska
Neil C. Slack, Utah
Ward Sybouts, Nebraska
Gerald W. Thomas, Texas
T.C. Yerian, Oregon
Gene Love, Missouri

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TASK FORCE ASSIGNMENTS

IV

Leader: T.J. Horne, Virginia

Recorder: Randall Jones, Oklahoma

Resource Persons: Durwin Hansen, North Carolina
Leroy Ortigiesen, Nebraska

Members:
- Thomas Dean, California
- George E. Dickson, Ohio
- Lloyd V. Douglas, Iowa
- Tom W. Dowe, Vermont
- Harold Jackson, New Mexico
- J. Kenneth Little, Wisconsin
- Donald A. Marshall, Idaho
- James D. McComas, Kansas
- Harold E. Meyers, Arizona
- Robert Ohm, Oklahoma
- Jerome K. Pasto, Pennsylvania
- Max Hansen, Nebraska

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TASK FORCE ASSIGNMENTS

V

Leader: E.C. Merrill, Tennessee

Recorder: Kenneth Anderson, Kansas

Resource Persons:	Allen Lee, Oregon Russell Wood, USOE
Members:	R.H. Bohning, Ohio C.L. Ellison, Georgia Otis Froe, Maryland David Krathwohl, New York Gordon Law, AVA Lucian Lombardi, Connecticut Keith McFarland, Minnesota E.O. Paglarini, Minnesota J. Francis Rummel, Montana Walter P. Schroeder, California Charles P. Scott, Pennsylvania

VIDEO-TAPE AVAILABILITY

Video-tape copies of the major presentations at the Seminar are available through the Great Plains National Instructional Television Library, University of Nebraska, Lincoln, Nebraska, 68508.

The video tape is "1/2" inch, made on helical-scan Sony equipment, and is suitable for use on closed circuit television. Allow a two-week lead time (plus transportation) for delivery.

Costs of the tapes, based on a 30 minute program, are as follows:

1. User to purchase a tape program:
   $40.00 plus cost of video tape (approximately $30.00)

2. User to lease (rent) a tape program:
   $45.00 per one-week use; $5.00 additional for each consecutive two-week period, or fraction thereof (exclusive of transportation time)

3. User supplies his own tape:
   $40.00 per tape program

Longer programs are slightly more.

Video - Tape Titles

Tape No. 1 - (41 minutes)

"Vocational and Technical Education"
Keynote Speech - Dr. Leon Minear, Director
Division of Vocational-Technical Education
Bureau of Adult, Vocational and Library Programs
Office of Education
Department of Health, Education & Welfare

Tape No. 2. - (50 minutes)

"Challenges For Teacher Education in Vocational and Technical Education"

Mr. John A. Beaumont, Chief
Service Branch
Division of Vocational-Technical Education
Bureau of Adult, Vocational and Library Programs
Office of Education
Department of Health, Education & Welfare

Tape No. 3. - (90 minutes)
"Organizational and Operational Patterns For Vocational Technical Teacher Education"

Dr. Rupert Evans
Dean, College of Education
University of Illinois
Urbana, Illinois

Tape No. 4. - (42 minutes)
"Career Education - Key To Survival as a Free People"

Congressman Roman C. Pucinski
State of Illinois
Delivered by Dr. Elizabeth Simpson
Acting Chairman
Department of Vocational-Technical Education
University of Illinois
Urbana, Illinois

Tape No. 5. - (48 minutes)
"Strategies in Recruitment and Selection of Vocational-Technical Teachers"

Dr. Durwin Hansen
Chairman, Trade and Industrial Education
North Carolina State University
Raleigh, North Carolina

Tape No. 6. - (51 minutes)
"Innovative Strategies For Implementing Changes in Teacher Education"

Dr. Allen Lee
Teaching Research Division
Monmouth College
Monmouth, Oregon

EVALUATION REPORT

NATIONAL SEMINAR FOR COLLEGE DEANS

June 23-26, 1968

Major Objective of Seminar:

To Develop New Strategies for the
Preparation of Professional Personnel
for Vocational-Technical Education

Evaluator: Ward Sybouts
Chairman
Department of Secondary Education
University of Nebraska

The purpose of this report is to give a brief view of the reactions of persons who were in attendance at the National Seminar for College Deans held at the Nebraska Center for Continuing Education in Lincoln, Nebraska on June 23-26, 1968. Basically, the evaluation is one means of determining the extent conference objectives were realized. The nature of this kind of an evaluation is somewhat limited, however, for it can only give a reflection of the immediate reactions of participants. This is largely an evaluation of procedures and does not evaluate long range results. Results of such a conference must be revealed at a later date through a follow-up survey, which is planned to take place approximately one year after the date of the conference.

The procedure employed to gather the participants' reaction to the conference was to use a check list or questionnaire, accompanied with three unstructured or open ended questions. (See appendix) Items on the questionnaire were grouped into four areas: 1) conference objectives, 2) content, 3) conference structure, and 4) physical arrangements. The items were tabulated and grouped to provide an item and area frequency with percentage distributions. Responses to the open ended questions were tabulated to determine the type and frequency or responses.

The limitations of such an evaluation should be apparent. As previously stated, the future follow-up study will be of much greater significance in gaining a meaningful evaluation of the conference results. Process evaluation, such as this report reveals, is only meaningful if desired results are achieved in such areas as behavioral changes or changes in attitudes.

When considering the responses to all evaluation items it is important to remember that the participants consisted primarily of two groups. Those in attendance at the conference were 1) college deans and administrators who were educational generalists, and 2) vocational education specialists. Both types of persons responded to the questionnaire and quite obviously reacted to the items from their own vantage point or background.

THE FINDINGS

Conference objectives were established at the time the program was developed and proposed. Participants were asked to indicate how they felt the conference objectives were realized. A five-point scale was employed in which the participant could indicate his reaction to the conference relative to a given objective as being very helpful, of some help, no opinion, of little help, or of no help.

Participant reaction to the achievement of a conference objective was very favorable. Approximately one-third (30.75 per cent) said the conference was "very helpful" in obtaining and realizing the objectives and just over half (51.26 per cent) indicated the conference served to provide "some help" in this respect. Less than one-fifth of the conference participants had "no opinion" (3.5 per cent), felt the conference was of "little help" (13.2 per cent) or of "no value" (1.57 per cent). Table I reports these findings and the Appendix gives all available data.

Conference participants were asked to check items which would give their view of the conference with respect to assisting them in the development of a greater awareness and sensitivity to the vocational education needs which currently exist.

Respondents generally indicated that in their opinion the conference effected their thinking or opinions regarding vocational education. Since there were specialists in vocational education who were present, it was expected that several persons (13.21 per cent) would indicate that the conference did not change their opinions about vocational education. A similarly favorable pattern was found in regard to information about needs in

Table I

Evaluation by Participants of How Well The Conference Met Its Objectives

CONFERENCE OBJECTIVE	Ranking and Frequency				
	Very Helpful	Of Some Help	No Opinion	Of Little Help	Of No Help
1. Information about importance of Vo. Ed.	33	18	0	2	0
2. Present magnitude of changes effecting Vo. Ed.	19	25	1	7	1
3. Information concerning problems in Vo. Ed.	19	28	1	4	1
4. Identify organizational and operational strategies	13	32	4	4	0
5. Suggest ways to implement legislation	6	33	3	8	3
6. Determine innovative techniques for working with personnel	7	27	2	17	0
Total	97	163	11	42	5
Percent	30.75%	51.26%	3.5%	13.2%	1.57%

regard to information about needs in vocational education, about new ways to utilize legislation, or about information concerning new programs in vocational education. In summary, most participants felt the conference was informative; however, specialists in vocational education who were in attendance quite naturally were in possession of such knowledge prior to coming to the conference.

Table II

Evaluation by Conference Participants Concerning Their View of the Conference with Respect to Assistance in Developing Levels of Awareness and Sensitivity to Vocational Education Needs.

Question Content	Defin-ately Yes f	Yes, Minor Impact f	No Opin-ion f	Limited Impact f	No Value f
1. Have you changed any opinions you held about Voc. Ed. needs?	14	29	2	9	1
2. Can you list or enumerate needs in the area of Voc. Ed. or which you were not aware prior to the conference?	7	33	0	12	1
3. Have you become aware of new ways to take advantage of new legislation?	8	25	3	16	1
4. Have you been informed of new programs?	12	31	1	8	1
Totals	41	118	6	43	4
Percent	19.34%	55.66%	2.83%	20.28%	1.88%

To provide an evaluation of the procedures used in conducting the conference, participants were asked to evaluate the general sessions, discussion groups and luncheon or dinner speakers. All elements were generally well received. Discussion groups were most favorably received however, and the comments concerning speeches and discussion groups would indicate that participants preferred those activities in which they were actively involved.

Table III

Evaluation by Conference Participants Concerning Conference Components and Structure

Type Activity	Very Worth-while	Of Some Value	No Opin-ion	Of Little Value	Of No Value
1. General Sessions	26	25	0	2	0
2. Discussion Groups	32	20	0	1	0
3. Personal Participation in Discussion Groups	45	7	1	0	0
4. Luncheon and Dinner Speakers*	28	23	0	2	0
Totals	131	75	1	5	0
Percent	61.8%	35.36%	.47%	2.36%	.0%

* Evaluation forms were completed before the last luncheon speaker.

Conference arrangements, such as housing, meals, and use of time were generally received in a favorable manner. The facilities at the Nebraska Center for Continuing Education were well used and supportive of the kind of program involved.

Participants were instructed to "list those things about this conference which you feel have been most worthwhile to you." Such an unstructured question was intended to draw from the participants their most accurate and untarnished opinion concerning the conference. The most frequent type response concerning the most worthwhile aspects of the conference dealt with the opportunity to hear and exchange ideas with many outstanding specialists in the area of vocational education. The next most frequently mentioned area of value had to do with developing a better understanding of the needs in vocational education. The general area of a "new slant" to existing problems in vocational education was referred to and at the same time more specifically, several appreciated getting information about the Educational Professions Development Act. Others expressed appreciation of the

Table IV

Conference Participants Evaluation of Conference Arrangements

		Very Satisfactory					Very Unsatisfactory		Total
A.	Housing	43	8	1	1				53
B.	Meals	39	5	7	1	1			53
C.	Conference time use	23	8	10	5	5			53
D.	Free time for informal visiting and idea exchange	18	11	9	4	54	1	1	

fact that views other than those of vocational agriculture were expressed, that information about the place of vocational education in higher education was made available, and that there was an opportunity to visit and get acquainted with other persons in the field of vocational education. Table V gives areas which were identified as most worthwhile and the frequency with which the comments were made.

By way of contrast, participants were asked, "What have been the least worthwhile things to you in this conference?" The program element most frequently mentioned as having the least value was the "speaker." Various contributing or supporting comments were included, which indicated the speeches, "were of meager content," "took too much time," "presented no new information," "were uninspiring readings of papers," "threw rocks rather than gave constructive ideas," "and needing audio visual aids." Although there were several negative comments regarding speakers, there were relatively few negative comments in general. The negative comments concerning speakers emphasize other elements of the evaluation which would again indicate that those activities which involve the persons who were in attendance, such as in group discussions, were more favorably received than were the speeches.

Table V

Comments Made by Conference Participants Regarding Those Aspects of the Conference They Felt Were Most Worthwhile

Comment	f
1. Opportunity to hear and exchange ideas with many outstanding specialists--vocational educators	11
2. Better understanding of needs for vocational education	10
3. Opportunity to hear a new slate of problems from a new point of view	6
4. Information on EPDA	6
5. Mingling with others--meet others	5
6. Specific speakers: named	5
7. Information on Voc. Ed. and its place in higher education	5
8. Views of others than Vo. Ag. and Home Ec. were appreciated	5
9. A good "mix" of persons in education	4
10. Increased awareness of Vo. Ed. problems	3
11. Discussion groups	3
12. Exchanging ideas	3
13. The speakers who identified crucial areas	2
14. Informal discussions--Handout materials	1
15. The fact that all have a common drive to get answers	1

Table VI

Comments Made by Conference Participants Regarding Those Aspects of the Conference They Felt Were Least Worthwhile

COMMENT	f
1. Speakers	16
2. There was no worthless area	6
3. Discussion groups didn't get to issue, too little time to discuss	6
4. Banquet speaker not needed	3
5. Task force group didn't build on materials presented by speakers	1
6. Lack or specifics on how to organize teacher education program	1
7. Other items mentioned only one time	1

A variety of suggestions were given by participants for improving the conference. These suggestions were consistant with comments made in response to other questions. More direct involvement and less listening was desired and recommended by participants.

To summarize, it was quite clear the participants were very favorably impressed with the conference. The greater the level of involvement, such as in small group discussions, the greater degree of participant approval. In terms of participant response, the conference would be judged very successful.

Table VII

Suggestions Made by Participants for Conference Improvement

Comment	f
1. More time to discuss and be in workshop sessions.	15
2. Mimeograph speeches and distribute at end of program.	4
3. More time	2
4. Freer, relaxed schedule.	2
5. Materials should be available prior to conference.	2
6. Cut length of speaker introductions. . . .	1
7. Speakers should use audio-visuals.	1
8. Fewer speakers	1
9. Have speakers "elaborate or defend" papers rather than read them.	1
10. Other mentioned singularly which were random and unrelated	

APPENDIX

INVENTORY OF PARTICIPANT REACTION REGARDING THE SEMINAR FOR THE PREPARATION OF PROFESSIONAL PERSONNEL FOR VOCATIONAL-TECHNICAL EDUCATION

Instructions: Opposite each item listed below place a check (✓) in the column that most nearly represents your true feeling concerning that item.

Please return this form, with all items completed, to the Conference Registration Desk, Second floor of the Nebraska Center for Continuing Education by 8:30 a.m. Wednesday morning. Your evaluation is important and can be of real assistance in assessing the value of this conference and in improving future conferences.

1. One of the conference objectives was to inform participants concerning the importance of vocational education. In this respect the conference was:

very helpful	of some help	no opinion	of little help	of no help

2. Another objective of this conference was to present the magnitude of the changes accompanying the national employment trends which influence the need for vocational teachers. In this respect the conference was:

very helpful	of some help	no opinion	of little help	of no help

3. Another objective of this conference was to inform participants of the problems of preparing vocational teachers at the undergraduate levels. In this respect the conference was:

very helpful	of some help	no opinion	of little help	of no help

4. The conference was to help identify organizational and operational strategies for preparing vocational teachers. The conference was:

very helpful	of some help	no opinion	of little help	of no help

5. It was intended that this conference suggest ways of implementing recent and pending legislation. In your opinion, how would you rate the achievement of this goal:

very helpful	of some help	no opinion	of little help	of no help

6. This conference was to help determine innovative techniques for selecting, recruiting, and evaluating prospective vocational-technical education personnel. The conference was:

very helpful	of some help	no opinion	of little help	of no help

7. Have you changed any opinions you held about vocational education needs?

Yes, in a major sense	Yes, but in a relatively minor way	No opinion	None of which I am aware	Definitely not

8. Can you list or enumerate needs in the area of vocational education, of which you were not aware prior to this conference?

Yes, numerous needs	Yes, a few	No opinion	Probably only a few if any	Definitely not

9. Have you become aware of any new procedures of techniques to be used in enabling you to be better able to take advantage of new legislation?

Yes, several new ideas have been made available	Yes, a few new ideas	No opinion	Very few or no new ideas	Definitely not

10. Have you been informed of any new and promising programs for training personnel to be more competent in the area of vocational education?

Yes, several new programs have been called to my attention	Yes, a little helpful information was given	No opinion	Very little or no information about new programs was provided	Definitely nothing given

11. How would you evaluate the information presented in the general sessions?

Very worthwhile	Of some value	No opinion	Of little value	Of no value

12. How do you feel about the time spent in discussion groups?

Very worthwhile	Of some value	No opinion	Of little value	Of no value

13. Did the discussion groups enable you to become an involved participant?

Definitely	To some extent	No opinion	Very little chance to participate	No opportunity to participate

14. How would you evaluate the information presented by the luncheon and dinner speakers?

Very worthwhile	Of some value	No opinion	Of little value	Of no value

15. How would you evaluate the conference arrangements?

	Very Satisfactory ↓	Very Unsatisfactory ↓
a. Housing..........		
b. Meals...........		
c. Conference time use........		
d. Free time for informal visiting and idea exchange........		

16. Please list those things about this conference which you feel have been most worthwhile to you. Why?

17. What has been the least worthwhile to you in this conference? Why?

18. What suggestions do you have for improving this conference?